

Uwaga! Podręcznik wieloletni. Odpowiedzł do zadań z ikoną 📝 zapisuj w zeszycie.

**B1**+

Catherine McBeth Patricia Reilly with Joanna Sobierska-Paczesny

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# Look after yourself!

## Well-being · Present tenses

SPEAK How are these pictures related to looking after yourself?









SPEAK Describe the pictures in exercise 1 using some of the words and phrases from the box. Then answer the questions.

> fish give energy grains high in sugar immune system junk food keep fit pancakes reduce stress spend time outdoors stay up late stretch your muscles take care of your back

- 1 How well do you look after yourself?
- 2 Does your school help you keep healthy?
- 3 1.01 Listen to Cat talking about her school and answer the questions.
  - 1 Has Cat started a new school?
  - 2 Do students at her school get a lot of physical activity?
  - 3 Why does she like her school?
  - 4 Why doesn't she eat in the canteen?

- Study the grammar table below and complete the names of the tenses.
- Change the underlined words so the sentences are true for you. Write one negative and one affirmative sentence for each.
  - We're studying French now. We aren't studying French now. We're studying English.
  - 2 We study English once a week.
  - 3 I'm sitting next to my cousin at the moment.
  - 4 I've studied at this school for four years.
  - 5 I often eat pancakes for breakfast.
  - 6 We've already done twenty exercises.
- Complete the sentences with the correct forms of the verbs in brackets.
  - 1 How many sandwiches which he usually (take) to school?
  - 2 1 (try) this recipe many times, but it doesn't work.
  - 3 (Malliffeld) she (Milliffeld) (finish) her dinner yet?
  - 4 (2) You (2) (eat) Thai food? It smells delicious.
  - 5 He (not bake) the cake yet.
  - 6 I'm sorry, our restaurant (Inot serve) gluten-free food.
  - 7 Please be quiet, Phoebe ((sleep)).
- SPEAK Answer the questions.
  - 1 What have you eaten today?
  - 2 What do you usually eat at school?
  - 3 How much physical activity have you had this
  - 4 How much do you usually exercise?

Key	Grammar				
Pres	sent tenses				
We in th	use the present 2 to ta ie past and are still true, or actions wit	lk abo	out activities going on at the mome out things that happened at an uns ble results. out permanent or typical situations	tated t	ime in the past, things that started
Present simple		Present continuous		Present perfect simple	
0	We do PE four times a week.	0	I'm studying at Middleton High this year.	0	I have already lost some weight.
9	I don't get stressed often.	0	We're not eating in the canteen for the time being	0	They haven't opened the canteen yet.
0	Does your school help you look after yourself? Yes, it does. / No, it doesn't.	0	Are you looking for a new school at the moment? Yes, I am. / No, I'm not.	0	Have you ever cooked a meal yourself? Yes, I have. / No. I haven't.
Ö	What do you usually do after school? Who helps them at home?	ö	Where is he going now? What is happening?	Ö	Which countries has she visited so far? Who has eaten the cake?

## Travelling · will and be going to

- 1 SPEAK What is your favourite kind of holiday? Why?
- 2 Match the words from the box to the correct categories 1-4. Some words match more than one category.

accommodation air atmosphere brochure desert ferry hiking hill package holiday plane planets space station spaceship the Sun the Moon tour guide travel agency trekking valley

- 1 Means of transport: ferry ....
- 2 Tourism: accommodation, ...
- 3 Space: air, ...
- 4 Landscape features: desert, ...
- 3 SPIANO P Complete the questions with the words from the box. Then ask and answer the questions in pairs,

book destination explore sightseeing

1 Is the Moon an interesting tourist

- 2 Would you like to a space flight?
- 3 Could tours to Mars become popular in the future?
- 4 Why do people want to other planets?
- 4 1.02 Elisten and tick the sentences you hear.
  - a I'm going to study physics and mathematics.
  - b Humans will always want to explore space.
  - If technology continues to develop, we're going to go to Mars soon,
  - d I'll go and talk to the guide about it.
  - I think a lot of people will be interested in a space adventure.
  - f Living on Mars isn't going to be easy because we need to produce air and water.

- 5 Study the grammar table below and complete it with examples a-f from exercise 4.
- 6 Choose the correct options.
  - The high cost of space exploration means that sightseeing on Mars won't be / isn't going to be for everyone.
  - 2 I know how to book a flight, I help / 'if help you.
  - 3 I have a feeling it isn't going to be / won't be easy.
  - 4 They will send / are going to send three spaceships to the station next month.
  - 5 The year 2024 will be / is going to be a leap year.
  - 6 The spaceship is having some problems, so I don't think they will land / are going to land on the Moon this time.
- 7 Read the WATCH OUT box and complete the sentences with the correct forms of the verbs in brackets.
  - 1 If this rocket (have) problems with landing, we (not send) astronauts on the next mission.
  - 2 There (be) a full moon tonight.
  - 3 Welcome to our hotel. I hope you (fike) it here.
  - 4 When \_\_\_\_\_ the spaceship \_\_\_\_\_ (enter) Mars's atmosphere?
  - S I (call) you when I (book) the trip for us.
  - 6 I'm tired. When we (get) to the hotel,
    [lie) down for a while,

## WATCH OUT

if/when + present simple

We do not use future tenses after il/when.

We use the present simple instead.

If I'm lucky, I will become an astronaut.

When we go to Mars, I'll be there.

- 8 Answer the questions.
  - 1 Do you think space tourism will happen during your lifetime?
  - 2 Would you like to go on a space holiday? Why/Why not?

will		be go	ning to
• de	use will to talk about: cisions made at the moment of speaking, e.g. 1	• pla	use <b>be going to</b> to talk about:  ans for the future, e.g. <sup>4</sup> ,  edictions about the future based on something the know, e.g. <sup>5</sup> , <sup>4</sup>
0	Space tourism will be a fashionable thing.	63	I'm going to study astronomy.
	It won't be cheap.	0	I'm not going to be a scientist.
0	Will it happen soon? Yes, it will. / No, it won't.	0	Are you going to came with us? Yes, I am. / No, I'm not.
8	When will they come back home?	ä	What time is she going to arrive?



## Personal qualities - Friends and foes

Read the words in the box. Which two describe you best? Why?

friendly honest imaginative kind loyal mature patient polite reliable responsible sensitive sociable tolerant

KEY WORDS Read the information and complete the table with the negative forms of the adjectives from exercise 1. Check the wordlist on page 21.

Negative prefixes			
We make the r	negative form of some	adjectives with prefixes.	
dis-	len-/le-/le-	441-	
dishonest	immature	unfriendly	

- 3 Complete the sentences with the negative forms of the adjectives in brackets.
  - 1 Old Mr Wright is so (friendly) and (polite) that no one here likes him.
  - 2 I'm sorry, but Clara is too (mature) and (responsible) to be a babysitter.
  - 3 Don't expect her to understand your problems. She's (imaginative) and (imaginative).
  - 4 You knew and you didn't tell me? That's (honest) and (loyal).
  - 5 A good teacher cannot be (lind) or (patient).
- 4 KEY WORDS F Check the meaning of the highlighted words. Answer the questions.

acquaintance · best friend/mate · classmate close friend - colleague - enemy flatmate (UK) / roommate (US) next-door neighbour - opponent - relative - rival sibling - stranger - teammate - travel buddy

Which of the words describe people ...

- 1 we are related to or have a positive emotional relationship with? best friend/mate, ...
- 2 with whom there is a competition or conflict? enemy, —
- 3 whom we meet in particular places or situations. but don't have to have an emotional relationship with? ocquaintance. ...
- Match some of the highlighted words from exercise 4 to definitions 1-8.
  - 1 your brother or sister
  - 2 a member of your family (not your parents or siblings)
  - 3 someone that you share a flat with (not family)
  - 4 someone who competes against you in sport
  - 5 someone who competes with you for success, love, money or power
  - 6 someone you know, but not well
  - 7 someone you don't know at all
  - B someone you work with

Look at the personal qualities in exercise 1 again. Which ones are most important for:

1 a friend? 2 a neighbour? 3 a teacher 4 a teammate?

1.03 M Listen to four people talking about people they know. Match speakers 1-4 to people a-d. Which adjectives from exercises 1 and 2 does each speaker use?

a a classmate c a flatmate **b** neighbours d a relative

SPEAK Choose three people you know and describe them. Use the adjectives from exercises 1 and 2.

> Majo is my close friend. She's friendly and sociable, but she's also impatient!

- SPEAK MANAGE Answer the questions about your partner. Then check your answers in pairs.
  - 1 How many siblings does your partner have?
  - 2 What is his/her favourite school subject?
  - 3 What are his/her positive character traits?
  - 4 Who is his/her best mate?
- 10 SPEAK In the photo, Bokang and Maxine are taking a best friend challenge. They are answering questions about each other and their friendship. Look at the video still and answer the questions,



- Describe the photo. How are Bokang and Maxine feeling?
- 2 In your opinion, what question are they answering?
- 3 Have you ever taken a friendship quiz? Would you like to? Why/Why not?

## FAST FINISHERS

Write five questions for your own friendship quiz, e.g. What kind of music do we both love?

## Defining and non-defining relative clauses

## SPEAK Answer the questions.

- 1 Is there a place where you'd like to live one day? Where is it? Why would you like to live there?
- 2 Do you know someone who does a job which you'd like to do one day? What do they do?

## 2 Read the text. How are Tom and Edward connected?

Tom was a boy who lived in the poorest part of London. He dreamed of a better life, which would be free of cold and hunger. He found a place where he could sit and watch the rich people that lived in the royal palace. He always went there when he had nothing else to do. One day, he met a boy whose beautiful clothes suggested he lived in the palace. This was Prince Edward. His father, who was the king, ruled the whole country. The boys looked like twins, but the lives which they lived were very different. Curlous to see the other side of life, the boys switched places. It was a decision that would change their lives forever.

## 3 Read the text again and answer the questions.

- 1 How many relative clauses can you find?
- 2 Find nouns defined by the relative clauses. Which word(s) do we use to refer to:
  - a people?
  - b objects and abstract ideas?
  - c locations?
  - d a moment in time?
  - e possession?
- 3 Look at the underlined sentences in exercise 2. Would they still make sense without the relative clauses?
- 4 Look at the video still and study the grammar table. Check your answers to exercise 3.

## Key Grammar

## Defining relative clauses

A defining relative clause gives <u>essential</u> information that defines the noun. We can replace relative pronouns who and which with that.

Tam was a boy who that lived in the poorest part of London.

The lives which that they lived were very different.

He found a place where he could sit and watch the rich people.

Non-defining relative clauses

A non-defining relative clause gives extra, but not essential, information about the noun. We always use commas with non-defining relative clauses and we cannot omit the relative

In non-defining relative clauses, we cannot replace who/ which with that

He dreamed of a better life, which would be free of cold and hunger.

His father, who was the king, ruled the whole country.

5 SPEAK Complete phrases 1-5 with the correct relative pronouns. Then tell your partner about 1-5.

1 a place www you like to hang out with your friends

2 an object is important to one of your relatives

3 a time a stranger helped you

4 a person is one of your neighbours

5 a relative surname is different than yours

## 6 Is Join the sentences using a non-defining relative clause. Make any necessary changes.

- Ted is my friend. His mum is my mum's colleague.
   Ted, whose mum is my mum's colleague, is my friend.
- 2 Edinburgh is a beautiful city. My father was born there.
- 3 My next-door neighbours are really friendly. They used to live in Canada.
- 4 That was the final match of the season. It was our best season ever.
- 5 Freddie Mercury is my favourite singer. His songs are all-time classics.

## 7 Choose the correct options and rewrite the sentences. Add commas where necessary. Which relative pronoun(s) can be omitted?

- My dad who / whose loves tennis taught me to play.
   My dad, who loves tennis, taught me to play.
- 2 My best friend who / whose birthday is on the same day as mine is three hours older than me.
- 3 Remember that week when / which we were doing our exams? It was really hot.
- 4 She found a flatmate which / that she can trust.
- 5 The city of Ankara where / which is the capital of Turkey is in Asia.

## #PRAINTEASER

Everywhere you go, I am always with you. I'm with all the people who you love and also with those who are strangers. Without me, your enemy is no longer your enemy, and your friend is no longer your friend. What am I?

## FAST FINISHERS

Prepare a meme or a cartoon whose text uses relative pronouns.



pronoun.

## Reaching an agreement

- SPEAK Tell each other about two gifts you received - one that made you really happy and one that disappointed you.
- 2 1.04 Listen to the dialogue and answer the questions.



- 1 What gifts are mentioned?
- 2 What do they decide to buy?
- 3 1.04 Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

## **Key Phrases**

## Reaching an agreement

## Making suggestions

Shall/Should we (buy) (him) ... 2

What/How about (a video game)?

Why don't we get (him) (a comic)?

## Agreeing and disagreeing

Yes, that sounds like a great idea/a good plan!

Yes, sounds good to me.

It's not (my/his/her ...) thing. / (Sudoku) isn't really (my/his/her ...) thing.

(He's) not really into (sudoku).

I (don't) think (he)'s a fan of ...

## Checking with others

Does that sound OK?

What do you think/reckon? Do you agree?



4 M Complete the dialogue with some of the phrases from the Key Phrases box.

Ryan Remember we're going to visit Jason in the hospital after school today?

Monica Oh, I completely forgot!

Ryan him up?

Monica Yes - that sounds like a great idea!

Let's get him a sudoku puzzle book! That's Ryan something that he can do in the hospital. What do you think?

Monica I don't think he's someone who does sudoku really, it's not his thing.

OK, what about a video game then? Ryan

Monica It's not a bad idea, but can he play video games in the hospital? 2 get him a comic? That'll make him laugh!

Great, how about a couple of comics then? Ryan 

Monica Yes. 4 to me. Let's do it!

- Find four more phrases to add to the Key Phrases box in the dialogue in exercise 4. What is their function? Use the Key Phrases headings to help you.
- 6 SPEAK Role-play the dialogue using the Key Phrases. Then change roles and do the task again.

Uczeń A Twoja znajoma obchodzi urodziny. Wraz z innym kolegą / inną koleżanką\* (uczeń B) chcecie kupić jej prezent. W rozmowie z uczniem B porusz następujące cztery kwestie:

- zainteresowania znajomej,
- pomysły na prezent,
- cenę prezentu,
- sposób/miejsce zakupu.

Uczeń B Rozmawiasz z kolega/koleżanka (uczeń A) na temat wyboru prezentu urodzinowego dla Waszej znajomej. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- uzupełnij listę zainteresowań znajomej o inne, niewspomniane przez ucznia A,
- nie zgódź się z pomysłem ucznia A na prezent l uzasadnij swoje zdanie,
- zaproponuj inny pomysł na prezent oraz cene, która byłaby, Twoim zdaniem, rozsądna,
- po ustaleniu prezentu i jego ceny, zgódź się na sposób zakupienia go lub zaproponuj inne miejsce zakupu.

## FAST FINISHERS

At a summer camp you made a friend who is now coming to visit you. You and your best friend want to take him/her out. Write five different suggestions about what you can do together. Use the Key Phrases.

## An article about doppelgangers



Match 1-6 and a-f to make phrases. Use three of the phrases to describe your classmates.

- 1 wide
- a make-up
- 2 full/thin
- b appearance
- 3 heavy
- smile
- 4 fair/pale
- skin
- 5 physical
- lips.
- 6 blond/dark
- f hair
- Read the definition. What is the origin of the word 'doppelganger'?

doppelganger / dopal gazga/ noun [C] someone who looks like someone else; lookalike From the German compound noun Doppelganger: Doppel (- double) + Gänger (- walker)

- Read the WATCH OUT | SKILLS box and identify topic sentences in the text. In which paragraph will you find answers to the following questions?
  - 1 Why are people interested in doppelgangers?
  - 2 Is it possible to meet your doppelganger by chance?
  - 3 What should you do to find your doppelganger?

## WATCH OUT | SKILLS

## **Topic sentences**

A topic sentence is usually the first sentence in a paragraph. It often summarises what the paragraph is about.

- SPEAK Discuss the questions from exercise 3.
- 5 1.05 Read the text on page 11 and check your answers to the questions in exercise 3.
- 6 Choose the correct options.
  - Santana and Isobel
    - A love to go shopping together.
    - B have identical hairstyles.
    - C liked the story of the British lookalikes.
    - D met through social media.
  - 2 Doppelganger finder apps
    - A can find a match for absolutely everyone.
    - B start by searching for people who live close to you.
    - C search through photos on different websites.
    - D can help you describe your face.
  - 3 Thanks to a doppelganger finder app, one girl
    - A played a joke on someone with her lookalike...
    - B created a successful social media project.
    - C found three of her lookalikes in Ireland.
    - D helped millions of people find their doubles.
  - 4 Doppelgangers
    - A always have more in common than casual acquaintances.
    - B usually find they are distant relatives.
    - C sometimes feel a special bond.
    - D are a fascinating topic for researchers.

- Answer the questions.
  - 1 What is the theory about doppelgangers?
  - 2 What do you have to do if you want to have a profile on a doppelganger finder website or app?
  - 3 What did Sara and Shannon do?
  - 4 How did Niamh find her doppelgangers?
  - 5 How do we feel about people who look like us? Why?
- Read the WATCH OUT box and complete the sentences with Indefinite pronouns and ideas from the text.
  - Everyone wants to believe they're unique.
  - 2 Santana asked her parents if there was asked her parents if the parents
  - 3 Our doppelgangers can be with the company of t
  - 4 Many twin strangers say they feel that they share

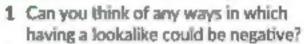
## WATCH OUT

## Indefinite pronouns

Things: something, anything, nothing, everything Places: somewhere, anywhere, nowhere, everywhere People: someone, anyone, no one, everyone

- KEY WORDS Match the highlighted words and phrases from the text to definitions 1-7.
  - all the parts of your face.
  - 2 clothes for two people that are the same or similar.
  - 3 in a shape of an oval
  - 4 a lot of hair above your eyes
  - 5 to tie your hair at the back or on the top of your head
  - 6 red-coloured hair on a chin and face.
  - 7 not to tie your hair

## 10 SPEAK Answer the questions.





3 Would you like to meet/find your doppelganger? Why/Why not?

## **FAST FINISHERS**

Imagine you have just met your doppelganger. What do you want to know? Write six questions you could ask him/her.

Reread the story in exercise 2 on page 8, which is the beginning of The Prince and the Pauper by Mark Twain. Find out how the story ends.



# Where's your doppelganger?

veryone wants to believe they're unique, but there's a theory that evervone has seven lookalikes somewhere in the world, so theoretically someone looking just like you could walk into the same room at any time. In 2015, when two British lookalikes with huge ginger beards sat next to each other on aplane, their photo went viral. Just like a tweet of seventeen-year-old Santana Gutierrez, who lives in San Diego, USA, and her doppelganger. Santana was at a shopping mall when she met isobel, who was collecting money for charity, isobel didn't. just have the same wide smile and dark hair put up in a ponytail, she really looked like Santana's sibling. Santana even asked her parents if there was anything she should know

Because our doppelganger can be anywhere in the world, many people search for theirs using special apps and websites. After uploading your picture, you add a description, such as the shape of your face, eyes, eyebrows and nose. There are drawings to guide you if you don't know whether you have an oval-shaped or a square face, thin or full lips, thick or thin eyebrows, etc.

Then the app tries to match your face

Then the app tries to match your face with others from its database. Some results are surprising, but some come pretty close.

Some twin stranger stories are amazing.
Shannon from Ireland and Sara from
Sweden look so alike that one day, just
for fun, they surprised Shannon's dad.



They dressed in matching outfits and out on the same make-up (nothing heavy, but nevertheless making them look identical). It took him a few moments to tell them apart! Another Irish girl, Niamh Geaney from Dublin, actually found a few doppelgangers when she participated in a social media project. First there was Karen, who lived just an hour away from her. Soon, Niamh located two more: Luisa from Italy and Irene, also from Ireland. They all have the same fair skin, and they wear

\* their long dark hair loose. Thanks to this success, the project turned into a website which has been used by more than four million people searching for their twin strangers.

So, why are we so fascinated by the idea of doppelgangers? Research shows that we generally trust people whose facial features are similar to ours. Historically this made sense because such people were probably our relatives, and not enemies. Although nowadays you may have nothing more in common with your doppelganger than with any other acquaintance, many twin strangers say they feel that they share something more than just physical appearance.

## GLOSSARY

go viral rozprzestrzeniać się w zawrotnym tempie participate in uczestniczyć w tell sb/sth apart rozróżniać (kogoś/coś)

## Did you know?

W According to a secent survey, the chance of baving a doppedganger somewhere in the world is about 1 in 135.

Out the probability of having exactly the same facial features is one in a tellinoon.

## Conflicts and problems



Complete the questions with the words from the box. There are two extra words.

annoy argument disagree forgive hurtful hurts relationship

- a is it important to have a good with your classmates?
- b What do you usually 2 / / about with your friends?
- c Do you get 1/1/2/1/2/2/2/2 easity?
- d What do you do when a mend says something Frank or Ville to you?
- e Do you 2/2 / // easily when a friend 11 11. 11, you?
- 2 1.06 SPEAK 📝 Listen and match speakers 1-3 with questions a-e from exercise 1. There are two extra questions. Then answer all the questions.

1 2/2

Read Upset Kitty's forum post. What advice would you give her?



I've got a problem with my BFF. Cheryt 😲 make friends easily, so I get on well with most of my classmates, but when Cheryl came to our school, we immediately noticed

we had so much in common! But lately she's started to get on my nerves. It's like she wants to get into a fight with me. 🔀 It makes no difference what we're talking about, if I say "black" she says 'white

usually give in and agree with her because I want to be on good terms with her but I've had enough. Last week, we had a disagreement about whether to go relierblading or watch a movie, and she got so upset with me that she left and we haven't talked since, I'd like to make up with her, but, on the other hand. I'm attil annayed with her because of her behaviour. How do convince her to do what, want from time to time without having another argument?

BFF - best friend forever

- KEY WORDS Match the highlighted expressions from the text in exercise 3 to definitions 1-9.
  - 1 get along with sb
  - 2 have/get new friends
  - 3 annoy 5b
  - 4 want something to change/end
  - 5 be friends with sb after a fight
  - 6 have an argument about sth.
  - 7 have a very bad argument with sb.
  - 8 be/get irritated with sb (two expressions)
  - 9 agree to do what someone else wants

Read the replies to Kitty's post and complete. them using the highlighted expressions from exercise 3.

Kitty, remind Charyl that to be 1/2/2/2/2 terms, triends should care about each other's opinions and needs. The key to good friendship is simple, don't 22 - 22 annoved when you 16 a disagreement about something, but try to reach a compromise instead

## HELPFUL

Krity, if U always get \* 2000 / 9 each other's \* 5000 / 5 are you sure you really have so much in common? Also, Cheryl's behaviour is rather childish. She doesn't sound like someone U want to be thends with, But even if you do - WHY do you give \* 202 - to her all the time???

Jasmine Blossom

My BEF, like me, is VERY impatient, so we 7% / 2000 fights all the time. But in the end we always raugh about it. And we usually make  $\P^*_{Add} \times \mathbb{Z}$  and do the things we each wanted. to do. So, I watch her favourite senes with her and she helps me solve my crosswords. Oh, and tell Cheryl that trying new things is actually GOOD for her

REBELLIOUS

- Read the WATCH OUT box and translate the fragments in brackets into English.
  - 1 If you want to [[[[]]] (pogodzić się z kimś) start by saying you're sorry.
  - 2 1877 A. M. (zaprzyjażniłam się) with Shannon in first grade.
  - 3 4/6-for forthelds (Nie denerwoj się na mnie) but I can't go jogging with you anymore.
  - 4 I don't want to % //www.com/c (któcić się) with you, so let's both take a deep breath and think before we say anything hurtful.
  - 5 827.52.23 89 (Mam dosc) of your lies! ( don t think I can trust you anymore.

## **EWATCH OUT**

False friends

Some Polish phrases have 'faise friends in English. They might look the same, but they don't mean the same thing.

zdenerwoweć się na kogoś = get upset with someone (≠ get nervous)

SPEAK How do you usually handle disagreements with your best friend(s)? Describe the last time you had a fight with one of them.

## FAST FINISHERS

What could you do to make a friend, relative, colleague or teacher forgive you? Write down your ideas about the best way to apologise to each of them.

## A radio programme about friendships

- SPEAK Answer the questions.
  - 1 Are there different kinds of friendships? What are they?
  - 2 Do you have more online or offline friends? Which of them sometimes get on your nerves? Why?
- 2 KEY WORDS M Read the text and match some of the highlighted expressions to definitions 1-6.

## THE SIX TYPES OF FRIENDS YOU NEED ... AND THE ONE YOU DON'TO

## The friends you need:

- The 'bruta ly honest' friend this friend will never lie to you. They will always tell you the truth, even when it horts, because they care about you
- The 'shared interest' friend someone who you can share a specific hobby with, be it sporty, crafty or plain crazy!
- The life and soul of the party' although not the most. reliable friend, they are fun to hang out with and will always cheer you up and make you laugh.
- The mentor/motivator this is someone who you always. respect. They arspire and support you, and encourage you to step out of your comfort zone
- The 'well-connected' friend this sociable friend knows. everyone and will put you in touch with anyone that you need to meet
- The loyal best friend' last, but definitely not least, this is the friend that you always get on with and never fall out with. They will never judge you, and they will always. forgive you!

## And the one to avoid:

The 'fake bestie' - they act like you are best friends, making plans and promising to keep in touch. But in the end they always let you down

- 1 not ter lies
- 2 spend a lot of time with sb
- 3 maintain contact
- 4 or ticise
- 5 make jokes or be funny for others
- 6 heip someone achieve their goals
- 3 Read the WATCH OUT box and complete the table with three more phrasal verbs from the text.





You can insert other words between separable phrasal verbs, but inseparable phrasal verbs can't be separated. In the end they always let you down. You always get on with your best friend.

4 1.07 Listen and repeat the phrasal verbs. is the stress on the verb or the particle?

fall out get on hang out let down

- 5 Look at the website of a radio programme and answer the questions.
  - 1 What topics are discussed this month?
  - 2 What ideas may be mentioned in this week's episode of the programme?



This month's topic - FRIENDSHIP REAL PEOPLE • REAL PROBLEMS • REAL LIFE Sat 5 Octa types of friends Sat 12 Oct FILL ATE AND THE PERSONS AGE A GEA TENT OF A A

- 6 1.08 Listen and answer the questions.
  - 1 Who is talking?
- 4 What are they talking about?
- 2 Where are they?
- 5 Whose voice do you hear.
- 3 What is their relationship?
- near the end?
- 7 1.08 Listen again. Complete the table.

#### FRIENDSHIPS

A person can only have 1/2/2014 close friends should they be real-life or online?

- p no 'real-life tests' like being late, having a bad day, or 302 / 19 after fights.
- ONLINE
- inding people 3/4/4 e.g. online games
  - practising foreign languages.
    - 📥 if you are having 🎋 👚 🏈 you can talk to people in a situation like yours
    - difficult to make friends for people who are rather 5
- REAL-LIFE ■ \*\*/2 / // // to see through a lie.
- In your opinion, what is the ideal number of friends to have in your life (online and offline)?

## FAST FINISHERS

🗗 Look at the text in exercise 2 again. What type of friend are you? Do you have friends of each kind listed (online or offline)? Write a post about it.

Robin Dunbar, a British anthropologist, suggested we can only have five BFFs. Find out more about his theory of layers and share it with your class.

## Reflexive pronouns and each other

- 1 09 Listen to part of the radio programme from the previous lesson again. What advice would you give?
- Read some sentences from the radio programme. Answer the questions.



My best friend and I often give each other little gifts. don't even buy myself such things. She buys herself nice stuff all the time. We end up arguing instead of enjoying ourselves.

- Look at the reflexive pronouns with -self. What pronouns do we use for I, she, and we?
- b Can you guess the forms of the other reflexive pronouns?
- 3 S Look at the video still and study the grammar table. Complete the sentences with the reflexive pronouns from the box.

himself itself themselves yourself yourselves

## Key Gramman

#### Reflex ve pronouns

Reflexive pronouns are used when the same person is the subject and object of an action.

The reflexive pronoun needs to match the subject. The suffex self has the plural form selves,

I don't even buy myself such things.

Do you see 1 os a good friend?

singular

plural

He burnt 2 while ironing.

She buys herself ruce stuff all the time

This phone is broken it constantly turns

37//////// off.

We end up arguing instead of enjoying ourselves.

All this food is for you help "

Can people call 5 friends if they've never

met?



Grammar Reference 20

## Match the sentence halves.

- 1 She taught
- 3 You have to respect
- 4 They bought
- 5 He often talks to

2 We watched

- a yourself?
- b themselves new clothes.
- herself Russian.
- d himself.
- ourselves on video.

- SPEAK Complete the guestions with the verbs in brackets and the correct reflexive pronouns. Then ask and answer the questions.
  - 1 Have you ever 4 4 to 40 ½ (teach) a new skill?
  - 2 What do you (see) doing in five years' time?
  - 3 Where do you and your friends go to (enjoy)?
  - (hurt) in an accident? 4 Have you ever
  - 5 Do you and your classmates ever (record) in class?
- Match examples 1-2 to pictures A-B.

## **Key Grammar**

#### each other

- They bought themselves gifts.
- They bought each other gifts.

We use each other when each person does the same action for/to the other person.





- Complete the sentences with the correct reflexive pronouns or each other.
  - 1 My two cats don't like William They fight a lot
  - 2 Hove hanging out with my friends. We make laugh.
  - 3 Some friends of mine are in a band. They call 2.77 Programmes 2 The Rockettes'
  - 4 My first friend and I have kept in touch with since we were five
  - 5 I ve got a problem with my tablet. It keeps turning
- Look at the prompts and write six sentences. starting with Good friends should/shouldn't ... . Use each other



look after (someone)

Good friends should it fer to each other

## **FAST FINISHERS**

Your friend/sibling/flatmate is very egolstic. Make a list of things to tell them about what is wrong with their behaviour and your relationship. Try to use reflexive pronouns and each other.

## Grammar and vocabulary practice

- What kind of person makes a good flatmate? What character traits would you not accept?
- Choose the correct paraphrase.
  - The boy that I'm working with is not very nice. to me
    - My coneague is rather impolite
    - b My mate is very irresponsible at work.
  - 2 I think they will have a lot of fun.
    - I feel they will be very amusing.
    - b It sounds like they will enjoy themselves.
  - 3 Please keep in touch.
    - a Can you hold my hand?
    - b Cau me or email me soon.
  - 4 My boyfriend and I had matching outfits at the Christmas party
    - My boyfriend and I wore ciothes of similar. colours and patterns.
    - b My boyfriend and I became a couple during the Christmas party
- Read the WATCH OUT box and choose the correct options.
  - 1 My siblings, who's / whose room is very messy, always ask me to help them tidy it up.
  - 2 Her next door neighbour has a dog that's / whose. very friendly
  - 3 My travel buddy, who's / whose been to many. places, always has interesting stories to tell.
  - 4 The house, which / whose history goes back. to the 17th century, is beautiful but a bit cold.
  - 5 The penguin that's / whose life was in danger is now feeling better

## **IIWATCH OUT**

who, which, whose, who's, that's

We use who for people and which for things and animals. But for possession we use whose for people, animals and things, Who's always means who is/has. That's always means that is/has

- 5 Chaose the correct options.
  - 1 You look a bit upset. Why 2/2 ten me what's wrong? A you not B don't you C you aren't
  - 2 Lalways try to be # with everyone.
    - A on good terms B making friends C to get on
  - 3 A ponytail looks good, but for such a special. occasion I prefer to 2 my hair loose.
    - A wear B put C make
  - 4 They haven't talked to each other since they fer last month.
    - A off B away C out
  - 5 Dad, have you seen my coat? I can't find it
    - A nowhere **B** anywhere C somewhere
- 6 Choose the correct translation.
  - 1 (Moze poszlibyśmy) to a concert this weekend?
    - A We may go
    - B Would we go
    - C Shall we go
  - I think I'd look good in a ponytail. (Jok sądzisz?)
    - A What do you reckon?
    - B How you think?
    - C Do you like?
  - 3 I know a place \( \text{(gdzie robiq)} \) the best pizza.
    - A where do they make
    - B where they're doing
    - C where they make
  - 4 They only invited their (krewnych i najbiższych) przyjaciół) to the wedding.
    - A family and close acquaintances
    - B relatives and closest friends.
    - C cousins and mates

## FAST FINISHERS

Imagine you had an interesting experience. when you were looking for a flatmate. Write a social media post about it.

## 4 Complete the text with one word in each gap.

H' Tilda

Sorry I haven t been in touch, but nothing in my life seems to be going right. at the moment. My parents are upset 1 me because of my not-so-great marks, 12 them down, they say. But I'm not writing to complain. Remember Martha from our primary school? Well ishes in a band now, and her concert is next week. It's at the ROCK IT' club, 3 owner is her friend. Martha says she can give us both free tickets. What do you think? We haven't talked IRL for ages, and I'm sure we will enjoy \*\*\*\*\*\*\*\*\*\*! We could wear outfits - the same black T shirts and jeans, you know, like we used to do at school )

So, let me know what you think

Gina



TILDA & GINA





An informal email about a problem

dearsally@allaboutlife.jog

From Tom Johnson

heat 'Friends edition of the All about are podcast

## Dear Sally

- 1 I saw the information about the special edition of your podcast, and I wonder if you can help me with a problem which is related to a friend of mine.
- 2 So, this friend let's call him Joe used to be a close friend, but we hardly see each other anymore. I mean, we didn't fail out - he just stopped getting in touch, and we don't hang out together now. To be honest, it feels like he's let me down.
- 3 Anyway, what I really mean is that I'm worried about Joe. We used to go out and enjoy ourselves, but now he seems to be quite unsociable. Joe's sister. who's my classmate, says he hardly ever goes out. Basicarly, I want to support him if he's unhappy, but I don't want to force the situation if he doesn't want to be friends anymore. What should I do?
- 4 Well that's enough about my problem! I'm really looking forward to hearing your reply

Best wishes.

Tom

F

P5 I know you can't reply directly, but I hope you can discuss my problem on the podcast!



SPEAK Look at the advert, What kind of problems do you think you could hear about in the podcast?



- Read Tom's email. Then write one sentence to summarise the problem that he is writing about.
- 3 Complete the sentences with information. from the advert and Tom's email. Use defining or non-defining relative clauses.
  - Sally is someone who
  - This podcast, which
  - 3 Tom is writing about a problem which
  - 4 Tom and Joe, who
  - 5 Joe's sister who

- 4 Read the email again and match paragraphs 1-4 to descriptions a-d.
  - a introduction to the situation
  - concluding phrase, closing greeting and postscript.
  - clippening greeting and reason for writing
  - d more detailed information about the situation.
- 5 A Look at Tom's email and complete the Key Phrases box.

## Key Phrases -

## **Talking about problems**

112/11/1/ if you can help me.

I have a problem which is 2 to (a friend of mine).

see each other. We32 / arrymore.

ht 56 like he s let me down.

Wes to ., but now ..

What\* do?



## 6 Mrite sentences using the prompts.

- 1 | / regularly / read / blog / and / wonder / you / heip / l
- 2 problem / related / my ex / act / very rudely / towards / I
- 3 dad / hardly / have / time / I / anymore
- 4 It / feel / like / no one / can / understand / I
- 5 We / used / talk / everything / but / now / they / not have / time / me
- 6 What / should / I / do / make / she / stop /?
- 7 A Complete the table with the words in bold in Tom's letter.

## INTERNAL MINISTS

To give more detail about a topic

To change topic

50, ...

Anyway

## 8 Choose the correct options.

## Dear Sally

I wonder if you can help me with a problem.

Bosically / Anyway my sister is always borrowing my things, even without asking. I mean, I don't mind sharing things with her but I think she should ask first!

<sup>2</sup> Anyway / I mean, what I want to know is how I can talk to my sister without making her angry.

<sup>3</sup>So / To be honest | guess | feel bad because I'm older, so I should set a good example.

\*Well / Basically that's enough about my problem. I'm tooking forward to listening to your podcast! All the best,

Laia

## Key Phrases -

## An informal email

## Beginning an email

Dear

Hi, and Hello, a

## Giving the purpose of writing

I decided to write to you because ...

I saw the information about ..., and I wonder if you can help me (with a problem).

## Ending an email

I'm looking forward to (listening to your podcast)! I'm really looking forward to (hearing your reply). I can't wait to hear from you. Best wishes, All the best,

## 9 Do the writing task. Follow the steps: in the Writing Planner

Ostatnio pogorszyły się Twoje relację z przyjaciejem/ przyjaciótką. Napisz e-mail do osoby prowadzącej vloga dla nastolatków, w którym:

- przedstawisz, jak wyglądaty dotychczas Wasze relacje,
- wyjaśnisz, jak się one ostatnio zmienify.
- opiszesz swoje uczucia z tym związane
- poprosisz o radę, jak to zmienić.

Długość tekstu powinna wynosić od 100 do 150 Slow.

Dear Casev

t decided to write to you because I think the advice you give on your vlog is very heip) ut

## WRITING PLANNER



Make notes about the situation and how it is a problem. What did it use to be like? What has changed? How does it make you feel (e.g. sad, stressed, frustrated)? Have you tried to do something about it (e.g. talk with your friend)? PREPARE

Organise your notes into four paragraphs:

- opening greeting and reason for writing,
- 2 introduction to the situation / reasons for it,
- 3 more detailed information about the situation / your feelings,
- 4 concluding phrase and closing greeting.

## WRITE

Write your email. Use your notes and the Key Phrases.

CHECK

Read your email and answer the questions.

- Have you included and developed all four bullet. points?
- Is your text within the word limit (100–150 words)?
- Have you checked your email for spelling mistakes?

## FAST FINISHERS

Do you ever read advice columns or websites? Can their authors really help someone they do not know? Prepare a list of advantages and disadvantages of taking advice from such sources.



## Choose the odd word out.

- rival, sibling, opponent, enemy.
- 2 distoyal, unreliable, immature, irritated
- 3 get on sb's nerves, fail out with, hang out with, be annoved with
- 4 ponytail haircut, features, blond
- 5 forgive, lie, support, get on
- 2 A Complete the sentences with the correct forms of the words from the box. There are two extra words.

cheer classmate colleague heavy next-door patient sensitive tail thing

- 1 My dog, which is very funny, always me up when I m sad.
- 2 She's so White high that she reads the ending of the book after the first chapter.
- 3 Our 1999 Joseph neighbour is rather rude and unfrændly
- 4 Fourteen year-old girls really shouldn't wear such 41/3///////// make-up.
- school.
- 6 That was a very remark, and you should approprie to her.
- 2. 14/1/L. I'm not 7 Basketbai, isn't really my a team player



## A FIT FIT

- Correct the mistakes in the sentences.
  - 1 The house where stands at the top of the hill belongs to my relatives.
  - 2 The little boy hurt itself
  - 3 They've been rivals ever since they first played against themselves.
  - 4 A child which siblings are younger is usually very. responsible
  - 5 This is a great game, I'm sure we'll enjoy ourself.

## 4 Pranslate into English.

- 1 Watch out, or \( \triangle \triangle \triangle \) (poporzysz się).
- 2 My mother, 2000/2004 (która jest brutalnie) szczera), said she hated my dress.
- 3 The teacher asked the new students to (przedstawić sie)
- 4 I visit my old roommate every time (gdy jestem w Cardiff).
- 5 We 🚁 🗥 🔩 (prawie się nie widujemy): anymore.

## E OF ENGLISH (1)

- Complete each pair of sentences with the same word.
  - 1 Is this the app you used to find your long-lost relatives? I know ? it wasn't your fault.
  - 2 If you continue to be so dishonest, you'll never any friends. We sometimes have fights, but we Lp very quickly
  - 3 Snow White got her name because of her A good teacher should be honest and giving marks to their students.
  - 4 I found a really good 422 to convince my mum to let me go camping. I had a(n) 222 with my flatmate about which colour. is best for our kitchen.
  - 5 They're not twins, but they look so much a fke that it's difficult to 22 them apart. Don't trust him, he used to 22 lies at every turn when we were dating.
- 6 🤝 📝 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.
  - 1 205 September September 1/2 (Mary / enjoy / oneself) at the party last night?
  - 2 No one said a word after Mark lost that goal but he still 6/2 1/20 1/20 / /// (feel / he / let / they) down.
  - 3 Many people write to me about (problem / be / related) making friends in a new school.
  - 4 I don't know why she doesn't want to go rollerblading with us - it (sound / good / I).
  - 5 Anna has to do a project for geography, and I wonder the settle settle the the (you / help / she).

## Daine Silving

7 1 10 Listen to a podcast about making friends and complete the gaps in the leaflet.

# HOW TO OVERCOME YOUR SHYNESS AND MAKE FRIENDS

NEW SCHOOL? NEW TRIENDS? NEW BEGINNINGS?



If you're one of those shy people who don't say anything because they don't want others to here's how you can change it!

- Believe in yourself –
   if you're shy, you're
   probably a z
   person that's great
   friend material.
- Take it easy don't try to 3 ... ... at once
- Asking someone about
   can help you
   learn what they like
   to do.
- Having 5 is the best beginning.



## 8 Answer the questions.

- Describe someone who really gets on your nerves.
- 2 Do you know anyone who is a great travel buddy? What makes someone a good travel companion?
- 3 Do you get on with your parents/siblings? Why/Why not?
- 4 Have you ever had a fake bestie?



9 Read the instructions and do the task. Then change roles and do the task again.

#### Uczeń A

Masz nowego współlokatora/nową współlokatorkę (uczeń B) i ustalasz z nim/nią zasady, jakie będą obowiązywać w Waszym wspólnym mieszkaniu. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B

podział obowiązków związanych ze sprzątaniem

godziny nauki i rozrywek

zapraszanie gości

korzystanie ze wspó nych przestrzeni (łazienka, kuchnia)

#### Uczen B

Rozmawiasz ze swoim nowym współiokatorem/ swoją nową współiokatorką (uczeń A), który/która chce ustalić zasady jakie będą panować w Waszym wspólnym mieszkaniu

W zależności od tego, jak potoczy się rozmowa, spróbu, wiączyć do niej wszystkie lub wybrane punkty:

- nie zgódź się na proponowane Ci obowiązki domowe i zaproponuj mne rozwiązanie,
- zaproponuj unny przedział godzin przeznaczonych na roznywkę,
- rue zgódź się na zaproponowane zasady zapraszania gości.
- zaproporug inny sposób korzystania ze wspólnych przestrzeni.

Rozmowę rozpoczyna uczeń A.

## 10 🕏 🖃 Read the instructions and do the task.

Do Twojej klasy dołączyła osoba, której zachowanie powoduje szereg przykrych sytuacji. Chcesz poprawić atmosferę w klasie, ale potrzebujesz porady jak to zrobić. Napisz e-mail do gazety dla nastoiatków. prosząc o pomoc, W wiadomości:

- przedstaw charakter nowego ucznia/uczennicy
- opisz przykrą sytuację z jego/jej udziałem,
- wyjaśnij, jak próbowaliscie wspólnie z pozostałymi uczniami rozwiązać problem,
- poproś o radę.

Długość tekstu powinna wynosić od 100 do 150 słów Dear Ally,

t read your advice column all the time, and now it's my turn to osk for help.

# Read the quote and answer the questions. Use the words in the word cloud.

Your friend is the man who knows all about you and still likes you.

(Elbert Hubbard, American writer, 1856-1915)

- Does a friend need to know everything about you?
- In your opinion, what negative character traits or situations are acceptable in a friend or friendship, and which aren't? Why?



Relative clauses (zdania przydawkowe) dostarczają nowych nformacji o opisywanych w zdaniu głównym osobach rzeczach. Dzietą się na: defining (definiujące) oraz non-defining (niedefiniujące).

Defining relative clauses (zdania przydawkowe definingace) zawierają informacje pomagające dokładniej określić. o kim lub o czym jest mowa w zdaniu głównym. Bez tych informacji zdanie nie miałoby sensu, np. He is the mon who lives next door.

#### UWAGA!

Zdania przydawkowego definiującego nie oddzielamy przecinkami od zdania głównego.

W miejsce polskich zamków: który, która i które w języku anglelskim stosujemy następujące zamki względne:

- who/that w odniesieniu do osób, np.
   Santana met a stranger who/that looked like her
- which/that w odniesieniu do zwierząt, roślin, przedmiotów i pojęć abstrakcyjnych, np.
   The videos which/that Niamh made soon went wrol.
- whose gdy określamy przynależność, np.
   This is the girl whose brother is my teammate.
- where gdy okrestamy miejsce, np.
   Niamh's website is a place where people can look for their doppelgangers.
- When gdy określamy czas, np Last summer was when we first met.

#### UWAGA!

reżeli po zamku wzgiędnym who/that lub which/that występuje rzeczownik lub zamek osobowy, to zamek wzgiędny możemy całkowicie pominąć, np.
The blog (which/that) my flatmate created is about fashion.
Pozostałych zamków wzgiędnych (whose, where oraz when) nie można pominąć w żadnych okoścznościach.

Non-defining relative clauses (zdania przydawkowe niedefiniujące) zawierają dodatkowe informacje o osobach lub rzeczach opisywanych w zdaniu głównym, Bez tych informacji zdanie wciąż miałoby sens, np. In the photo, which soon went viral, we can see Santana and Isobel laughing.

Jeżeli pada konkretne imię lub nazwa, to mamy zwykie do czynienia ze zdaniem niedefiniującym, np. *Sandra,* who is my best friend, loves musicals.

#### UWAGA!

Zdanie przydawkowe niedefiniujące oddzielamy przecinkami od zdania głównego

W zdaniach medefinisjących zaimki: who i which nie mogą zostać zastąpione przez that. Pozostałych zaimków używamy bez zmian:

- who w odniesieniu da asób, np
   John, who is my cousin, is studying medicine in Madrid.
- which w odniesieniu do zwierząt, roślin, przedmotów i pojęć abstrakcyjnych, np This restaurant, which is my fovounte, has a great choice of pasta dishes.
- whose gdy określamy przynalezność, np.
   Niamh, whose story fascinated many people, set up a website to help others.
- where gdy określamy miejsce, np.
   On Niamb's website, where militars of people have signed up, you can search for your double.
- when gdy określamy czas, np Last weekend, when it was my birthday, my parents took me out to dinner

## UWAGA!

W zdaniach przydawkowych niedefiniujących w żadnych okolicznościach nie można pominąć zaimka wzgiędnego

## 1.7 Reflexive pronouns and each other

## Reflexive pronouns

Reflexive pronouns (zaimki zwrotne) zastępują polskie się oraz sobie W przeciwieństwie do polskich zaimków zwrotnych zaimki angielskie odmieniają się przez osoby i liczby.

f → myself	I made myself a cup of tea and started reading	
you → yourself	You shouldn't blame your eff for falling out with Jim.	
he → himself	He told himself to caim down and answered the phone	
sne → herseif	She looked at herse I in the mirror and smiled.	
$t \rightarrow itself$	Why is the radio playing? Did it turn itself on again?	
we → ourselves	We introduced purseives to the other guests and took o seats.	U!
you → yourselves	If you don't behave yourselves. I'll call your parents	
they → themselves	Enghtened to death, they locked themselves in the house and called the police	se

Angielskie zaimki zwrotne często towarzyszą następującym czasownikom: behave, biome, buy call, convince, cut, enjoy help, hurt, introduce, look at, prepare, promise, see, teoch, tell, treat

#### each other

Zaimka each other używamy kiedy ludzie robią coś sobie lub dla siebie nawzajem, np

Joe and Tim are good friends. They help each other with their homework

Gina and I gave each other Christmas presents. She gave me a scarl and I gave her some gioves.

Henry proposed to his girlfriend and she said yes. They love each other very much. Zaimek each other często towarzyszy następującym czasownikom, call can't stand, dishke get on give hate help know, like, listen to, look at, love, need phone see speak to, talk to tum off understand

#### **KEY WORDS**

acquaintance best friend, mate dassmate close friend colleague (dis)honest

(dis)loyal enemy flatmate (UK) roommate (US) (impmature (im)patient (im/polite (in)sensitive **Unitolerant** (ir)responsible

next door neighbour

stranger teammate travel buddy

opponent

relative

Subling

beard

rival

(un)friendly (un)imaginative (un)kind (un)rehable (un)sociable

OCABURARY 1 A MP3 01 a lowerntans.

best french mert /kia smerti /'koli qu Adisj pnist

Adis, sal. enarii. flast meitnumber of the state of

Alimima tjag. dimi) perfort A int) pa sait. Kint sentiable. Kinhtplatent. A ilm sponsabati netstyth design a paunant. nelativ-111 stim,

/'streamdyav b m meit /'træval bydi 4, Anl frendli. 4, Anii maedyinativi 4, Antikaind. Canin' algoer

/(,Ani saojaba).

ZTIZIOTTY najlepszy przyjaciel kolega z klasy blisto przyjaciel wspołpracownik (nie)szczeny, (me)uczciwy (meliopalny wrog

współlokator

(nie)doirzaty

(me)cierpinny (rve)uprzejmy (nie)wrazliwy (nie)tolerancyjny (mejodpowiedzialny sassad (przez ściane) przecownik krewity noval rodzeństwo, brat/ suostra. meznajomy kolega z druzyny kompan, towarzysz podrózy (nie)przyjazny (malo) pomysłowy (me)zycziwy, (me)mily (nie)rzetelny (nie)towarzyski

blond/dark hair bond casua) chir doopelganger double facial features fair skin full, thin lips ginger hairstyle heavy make-up tookalike matching outfits oval-shaped paid

physical appearance ponytail put your hair up

similar thick eyebnows Wear your hair loose

wide smile

/brad/ bland, dark hea bnoc kætual E-

dopal,gæge 3. 6. 3 Perfort Project Feed with out the til

dandaa/ FTE (d)

adval jeipt, figural a product

martin aut fits.

/'peanl, tell/ principal higher Apr 96 (10)

5 In at 10

.71

broda

bland, demne własy wież przypadkowy podbródek sobowtór sobowtor dubier rysy twarzy jasna karnacja peme washe usta ruciy (kolor) fryzura, uczesanie mocny malujaz sobowtor pasujące stroje Owalny blady

wygląd zewnętrzny kucyk (upiecie włosów) związac/upiąc włosy podobny

grube brwi nosić rozpuszczone witosv szeroki uśmiech

ULARY 2 A MP3 03

annoy apologise be get annoyed (with sb)

be on good terms. (with sb) berget upset (with 5b) / burget up set

behaviour BFF = best friend forever childish

burget a mond (wid symbodily / billion (god) fatime (wid symbadily (ibedinas, brw) b benda bi ef ef best frend far eva (faitdi)

denerwować przeprasząć zdenerwować sie (na kogos) być w dobrych relacjach "z kumś). zdenerwować się (na kogoš) zachowanie najlepszy przyjaciel (na zawsze) dzeanny

compromise convince disagree forgive: get into a right get nervous

get on sp's nerves give in handle have a disagreement (about sth) have an argument

have had enough hurt hurtful rritated make friends

make up lwith sb) relationship brust

brove

flomeraman/ Acam wers/ # desa gris / Ma gw/ / get ,muca lad/

, get on symbodiz harvz/ Zow m/ happendal r

/ have a light grimant 4.11 Unemploid of present A hard haid could 750037 Chartral.

Certeid/

/gnek Trends/ /(bedmar, čav) ga shem; \ ra imfort/pt/

kompromis przekonać nie zgadzać się wybaczyć poldácić se spiąc się stać się podenerwowanym denerwować kogoś

ustapić radzic sobie nie zgadzać się z kimś, mieć z kimš różnice zdań poklácić sie mieć dość zranić przykry raniący. porvtowany zaprzyjażnić się pogodzić się (z kimś)

relacja, związek

ufac

-

bestie brutally honest cheer sb Jp comfort zone patty encourage fake tail out (with sb) friendship.

get on well (with sb) hang out (with sb) judge keep in touch

layer let sh down Ŀ make sh baugh

plain shared interest support tell the truth the life and soul of the party well-connected

di er tie symbadi Apy / fort ant (w/d sambadil/

/,get on wel with symbodic

dende NO IN LAU! / let\_sunbadi 'darm/ /b=/

/ mesk sambadi 'legi/ /pienv Jead mtrast. /sa cost/

/ tel da 'bu:6/ zőa kari ari sapi drog sõ vs / well to netold.

umkać najlepsza przyjąciółka brutainie szczery rozweselić kogoš strefa komfortu pomysłowy, zmyślny zachecać rieprawdziwy. poldácić się (z kimá). DIZVJEŽŇ

dogadywać się (z kimš)

/Juany aut.(wid.symbadi)/ spędzać z kiryś czasocernać, osadzać być w kontakce warstwa zawieść lugoś klamač rozámieszyć kogoś po prostu wspólne zainteresowania wsoierač máwić arawdę

> ze znajomościamy, koneksjami

dusza towarzystwa

#### USE OF ENGLISH ♠ MP3 05

couple IRL - in real life pattern

MEDAS N fair our lei/in intil bef/ Coperan C

para, związek w swiecie realnym WZÓC

MFMORY 1

## Categorising

One way to learn words is to put them into categories. This way you will think of all the words in one category as 'related' and remember them better They could be in one group because:

- they are grammatically the same (e.g. nouns),
- they can be used to describe a particular. object, person or phenomenon, e.g. your school, grandfather, last summer or friendship,
- they relate to the same topic, e.g. weather,
- they are all easy or difficult for you.

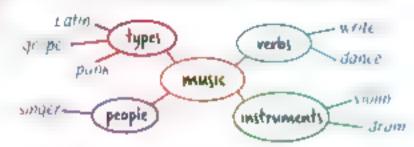
What were the topics of each lesson in this unit? Can you see how the vocabulary in each lesson is related to it? Try to divide some of the vocabulary in the wordlist into two more categories that make sense to you.



**David Garrett** 

Music

Complete the vocabulary map with as many words connected with music as you can.



- 2 SPEAK KEY WORDS Check the meaning of the highlighted words. Then answer the questions.
  - 1 What famous conductors or DJs do you know?
  - 2 Have you ever sung karaoke? If not why not? If yes - what did you sing?
  - 3 Do you know what a sound engineer does?
  - 4 Do you know who composed your favourite pieces of classical music? Who is the composer behind your favourite songs?
- 1.11 Listen and match speakers 1-3 to the jobs from the box.

conductor DJ sound engineer 1 621111 2 451 11 3

4 KEY WORDS Read the job descriptions of the people from exercise 3 and check the meaning of the highlighted words and phrases.

I love any music that is rhythmical. Mixing beats. and experimenting with rhythms to see what my audience enjoys is my life. I don't have one repertoire as: every crowd is different -- clubbers at one club can boo the same set that others were cheering to But I don't. mind. Nothing compares to standing behind the decks. and watching people dance to your music

My job takes technical skills, but also a good ear You have to know how to set up a sound system to get the most out of it. I have amplifiers, speakers, mikes, electric guitars and percussion which need to work together perfectly. My amps are so strong that, when I turn the volume up. It hurts my ears, so I often work in noise-cancelling headphones. Thanks to me you enjoy the best sound quality at concerts

All musicians know how to read music, but I synchronise them and set the mood. When someone comes to an audition because they want to work with our orchestra, whether they play the cello, the trumpet or the flute, we want to know if they feel the music. Rehearsals are about technique - repeating everything millions of times, but the concert - that's about feeling it Complete the text with some of the highlighted words from exercises 2 and 4, The first letters are given.

David Garrett is a world famous something for every music lover. His albums mix different types of music, including his own (he's also a 2c ), 2c (e.g. Mozart) and modern (e.g. Coldplay or Queen, His shows are full of energy, and the \* ar always \*c // for a long time, asking for more

- 6 KEY WORDS P Complete the sentences so they are true for you. Look up any words you do not know or information you need.
  - 1 I think 🛷 🥖 🥢 is a very talented songwriter
  - 2 There are 2002 -- A film soundtracks on my playlists.
  - 3 My favourite theme music comes from , which is a film / computer game / TV series.
  - 4 I like What who had a hitalbum ast year called 1/2
  - 5 I am a huge fan of Mandalle music, and I often stream / download it from 2/2/2/2
- SPEAK Compare your answers from exercise 6 with a partner
- SPEAK Describe the video still and answer the questions.



- The boy is a musician. Why do you think he is recording the sounds of nature?
- 2 Do you think it's important to know what inspired the music you listen to?
- 3 What do you think could be a good source of inspiration for a musician?

## (4) FAST FINISHERS

What kind of career connected with music seems. the most interesting to you? Why?

## Present perfect continuous and present perfect simple

T/F

T/F

- SPEAK Answer the questions.
  - Have you ever watched any musical films or TV series? Which ones?
  - 2 Have you ever sung in the school choir or participated in a school concert?
- 2 1.12 Listen to a dialogue. Are the statements true (T) or false (F)?
  - Alex was inspired by watching the musicals. T/F
  - 2 This wouldn't be the first musical in. their school.
  - 3 Some students have experience in music.
- 3 Dook at the video still and study the grammar table. Complete the table with examples a-c from the dialogue in exercise 2.
  - Sally has been having music lessons since she
  - b I ve been talking to some people recently.
  - c Have you been listening to me? I bet you haven't because you look confused.

## Key Grammer

## Present perfect continuous

We use the present perfect continuous to talk about

- actions that started in the past and continue. in the present, emphasising their duration or repetition,
- actions that have just firushed when we can see their effects or consequences, e.g. 2
- repeated actions in the recent (unspecified) past, often with lately, recently e.g. 1

./You/We They I have been resting all afternoon.

He She t It has been snowing since yesterday.

We haven't been talking to her lately.

He hasn't been going to football practice

Have you been waiting? Yes, I have, / No. Thaven't.

Has she been studying? Yes, she has, / No. she hasa t



Grammar Reference 36 Irregular verbs 34 154 155

- 4 M Complete the sentences with the present perfect continuous forms of the verbs in brackets,
  - 1 His ears are ringing because he % / // (I sten) to music with the volume turned all the way up.
  - 2 They don't know what to do because they (not pay) attention to the teacher
  - 3 How long \*\* \_\_\_\_\_ (they / play) together in this band?
  - 4 You're doing much better today 🍲 🗷 🦑 (you / practise) lately?
  - 5 Andrew Lloyd Webber is a talented composer who (write) hit musicais for decades.
- 5 Look at the box and answer the questions.

## Key Grammar

Present perfect continuous and present perfect simple We've been learning Portuguese since September

We've already learned two tenses.

- Which tense do we use when the action is unfinished. and the focus is on the action or process?
- Which tense do we use to show the present. result of a finished action when the focus is on the result?
- Complete the text with the correct forms of the verbs in brackets. Use the present perfect simple or continuous.



Her rearname is Ebony Oshunrinde and atthough she's only in her twenties, she lachieve a lot She 2... produce; records since she was a feenager Since then, she 3 ...... \_ Iwork, hard to make a name for herself and 4 producer records for artists such as Rhanna and Drake More recently she 5 experiment with a new sound, psychede ic rap, with singer Lil Jzi Vert and she \* (just / start, mentoring other young producers.

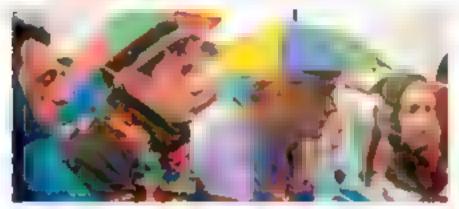
- 1.13 Correct the mistakes in the questions. Listen and check your answers.
  - 1 Have your best friend ever fied to you?
  - 2 Have you ever perform in public?
  - 3 How long have you learning English?
  - 4 Have you ever been seeing your favourite singer or band in concert?
  - 5 How long you have been working on this exercise?
- SPEAK Answer the questions in exercise 7.

## **40** FAST FINISHERS

Write three sentences about yourself and three questions to your partner using the present perfect continuous and appropriate time expressions.

## Describing photos - Speculating about people's feerings

## Look at the photo and answer the questions.



- 1 Where are the people?
- 2 How do you think they are feeling?
- 3 What has happened to make them feel like this?
- 2 1.14 Listen to a dialogue and answer the questions. Were your guesses in exercise 1 correct?
  - 1 How is Matt feeling? Why?
  - 2 What advice does Jake give him?
- 3 1.14 M Complete parts of the dialogue from exercise 2 with the words from the box. Then listen again and check.

## guess looks say seem too

Jake I'm so excited! Aren't you?

Matt What? Oh, yes, they're my favourite band.

So what is it? You? 1/2/2///// upset. Jake

Matt Wei. I asked Clarisse to come to this concert.

with me, but she said no.

Jake And I 19/14 & you feel hurt?

Matt She's just posted a picture of herself with Karen and Diane somewhere over there by the stage. And she 429 7500 like she's enjoying herself

Jake Oh! Let me see. Yes, I'd 14 she's pleased to be here.

4 114 Study the Key Phrases box. Then listen again. Which Key Phrases did you hear?

## Describing photos - speculating about people's feelings

He doesn't look too/very (excited).

He looks/seems (really) (upset).

She doesn't seem to be (having fun).

I guess they feel (hurt).

Maybe she is/isn't/was/wasn't

It looks/seems like she is (enjoying herself).

She rooks like she's (enjoying herself).

It's possible (that) ...

She might be (angry) because ...

I believe he/she is (happy).

I'd say he/she is (pleased).

## Complete the description of the photo. Use the Key Phrases.



ure I can see two people "in the foreground and one "in the background. They re all standing. ome room or a hallway under a sign that says. CASTING so I 1 this is some kind of audition for a film, a play or a musical (2) it is a show. where you need to sing or act because they're holding. sheets of paper with text or lyncs probably Solid 1/2/2/2 the people in the picture are singers or - ors. They 4/1/2/2/2/2 seem too stressed about the casting, though On the contrary, it seems 5 they re both in a good mood \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* they ve done. this before or perhaps they've been practising a lot. and are just very well prepared it looks like they rewaiting in line, so it's possible they've been waiting. there for some time now

> in the foreground = na pierwszym pianie 'in the background = na drugim plante/witle

## 6 Describe the photos and answer the questions. Student A, look below. Student B, look at page 156.

In the picture, I can see ...

## Student A



- What is the girl. thinking about?
- 2 Do you prefer to play or listen to music? Why?
- 3 Tell me about a situation when you or someone you know had a problem with a musical or artistic performance.

## FAST FINISHERS

Go to page 153 and describe one of the posters. Speculate about who the people are, what they are doing and how they are feeling.

## An article about the influence of music on the brain



## Choose the correct options. Which statements. are true for you?

- 1 Laiways isten to music when I repeat / revise for tests or exams.
- 2 I really need to improve my reading skills / knowledge.
- 3 I'm very good at analysing situations and correcting / solving problems.
- 4 I would like to attend / make a speed-reading course
- 5 I have inherited my language abilities / knowledge from my parents.
- 6 I try to do things like crosswords that can improve / fix my memory.
- 7 I think never-ending / lifetong learning will be necessary in my future career
- 2 SPEAK Look at the words in the box. Do you think music can affect these things? Do you think it affects them in a positive or negative way?

ability to concentrate happiness how you exercise learning foreign languages maths ability memory movement your dreams

- 3 Scan the text and check your answers to exercise 2. Which things were not mentioned in the text?
- 4 1.15 Read the text. Are the statements true (T), false (F) or is there no information. in the text (NI)? Correct the false statements.
  - You mainly use one part of the brain. when you listen to music, T/F/NI 2 Listening to music while studying T/F/NI improves your reading skills. 3 You usually have happy memories from the past when you listen to your T/F/NI favourite song. 4 Humans were able to speak languages. T/F/NI before they learned to make music. 5 Weil-chosen music heips you use. T/F/NI less oxygen as you exercise.
- 5 Read the text again and complete the sentences.

stening to slow music is a good idea.

6 If you feel stressed when you study.

- 1 If you have a strong bridge between the two sides of your brain, you will have no problems with and 57
- 2 To concentrate on your studies better and for a longer period of time, you should
- 3 Learning to play an instrument for over a year. mproves your
- 4 People with memory problems should 366 755 76565.
- 5 When you exercise, listening to music stops your. brain from
- 6 Dopamine released to the brain can help you deal.

- KEY WORDS Match the highlighted words from the text to definitions 1-6.
  - concentrate.
  - 2 gets someone's attention and prevents them from concentrating on something
  - 3 deal with: put information in order to organise it.
  - 4 awake and knowing what's going on
  - 5 raises level of activity
  - 6 makes stronger
- Complete the text with the correct forms of the words from exercise 6.

## HOW MUSIC DIDN'T HELP ME STUDY



My favourite metal band was playing the night before my biology test. I really wanted to go, but feit bad knowing I should study. Then I heard from someone. that energetic music<sup>®</sup> (2011) your brain and he ps. 'Perfect! I'll go to the concert and then study! I thought, And so I did. What a stupid idea that was I came home rate and sat down to revise. My teacher. speaks very fast, so I usually just take notes during. the lesson and then 32/2/2016 everything at home. Unfortunately, I was so # ////////// thinking about what had happened at the concert that I couldn't. on the material even for five minutes. Then, I started getting more and more tired (it was 2 am after all), and although I was doing my best to stay 6/22 /2/2/2, I simply fell asleep. The next day I failed my exam. I guess I need to read more about how to use music for studying

## 8 SPEAK Answer the questions.

- Now that you know how music influences your brain, do you think students should listen to music in class? Why/Why not?
- 2 What music

T/F/NI

- a helps you study?
- b makes you feel happy?
- c makes you want to continue exercising?
- 3 Are there any other situations when music. helps you?

## **FAST FINISHERS**

Create a playlist for studying, exercising or making someone feel better. Include at least five pieces of music and justify your choices.

Muser tuniancielax gital idategie the a tree is substituted know that a size our 1) ye 1). 'Wever A H FH HOLE a teach tax ty clant eight

## Ehinking

When you isten to music, you activate many different parts. of the brain to process the rhythm, tune and sound. This strengthens a part of the brain called the corpus callosum. the bridge between the right and left sides of the brain. People with a strong corpus callosum are better at solving problems, making decisions and planning. Studies also show that students' maths and reading skills improve if they study music

## FOCUSI

Background music without tyrics is good for studying or working, as it can help you concentrate. How? tist mulates brainwaves - faster rhythms help you stay alert and focus for longer. So, if you're revising for exams. <sup>15</sup> turn on your favourite classics or themes from your favounte. hims (remember to choose the fast ones!) and learn more effectively

## Memory

Did you know?

Has a piece of music ever taken you back to a particular time. or place? That's because music activates the parts of the A brain involved in controlling memory Even better listening to music actually improves memory. In the world of lifelong. education, where what you've learned at university might not be enough in ten years' time, attending various courses. ai your life will be common practice. As you grow older.

25 and your memory gets worse, listening to music while studying might be the answer

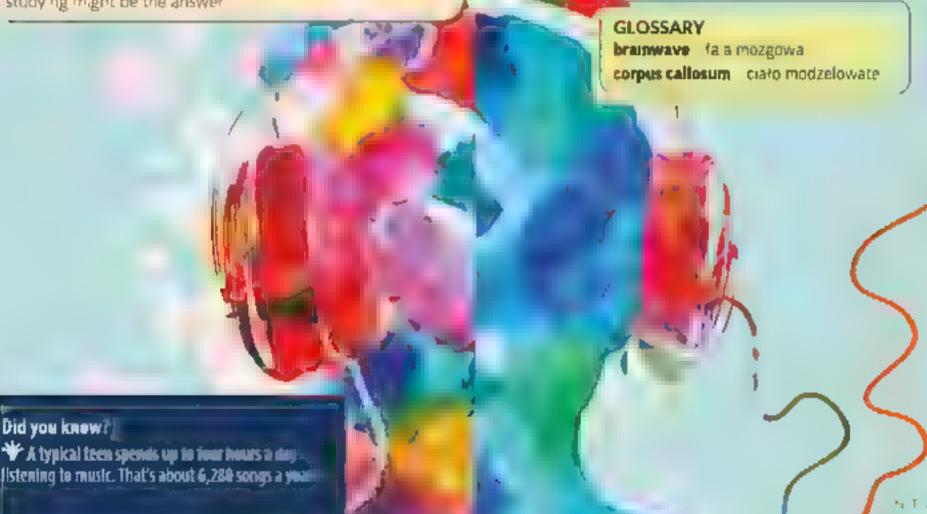
People who play a musical instrument for at least fourteen months are better at learning foreign languages Adults who only learned music as children and haven to played since still have this ability. Why? People have been making and listening to music for much longer than they have been using language. Scientists believe that communicating through language developed from humans' use of music. When you train musically your language abilities develop, too

## Physical ability

Want to exercise for longer? Listen to music! It stimulates you (for best results, try house, hip hop and dance) and can help you exercise more efficiently and use less. oxygen. Not only that when you get tired, it heips you carry on. That's because when the body sends a signato the brain to stop, music distracts the brain from reacting to this message

## Mood

Have you ever felt happier after listening to music? When you listen to music, the brain releases dopamine. the 'feel-good' chemical, it's the perfect answer to your. pre-examination stress, nerves and panic attacks. Try especially slow beat music that slows down your heart. rate as well



## Music and performance



## Match photos A-D to definitions 1-4. Complete the descriptions of the photos.

- a group of musicians playing classical music. e.g. in a ballet
- 2 a group that plays and sings to traditional music
- 3 a story told through singing to classical music. requiring singers to sing very high and very low notes
- 4 a kind of play with singing and dancing, often based on pop or rock songs
- 2 1.16 Z Listen and match the recordings with two pictures from exercise 1. Then use vocabulary from exercise 1 to say what you hear.

1 4 7 7

SPEAK KEY WORDS Do the quiz below. Then check your results on page 156.

## How important is music to you?

- 1 What's most important to you in a song?
  - all this should be something you can sing or dance to
  - b Whether the lead singer has an interesting roice.
  - A catchy melody I want to feel something when I hear it.

## 2 At a concert you probably

- stand where you can dance and chat with people.
- b notice how the concert half influences the sound quality.
- stand at the back because jumping and shouting. to the music isn't your thing

## 3 If a singer or band you like goes on tour, you

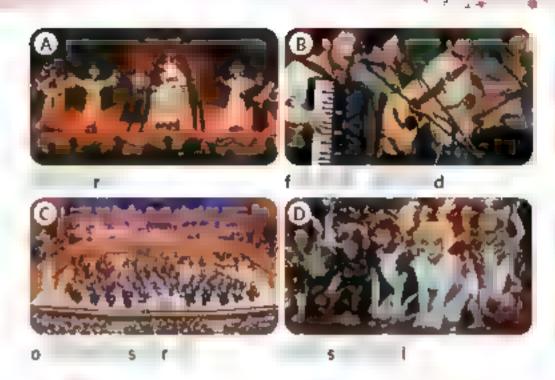
- a go and have fun from the first moment of the concert, even if the support hand is bad
- **b** quickly buy tickets before they self out.
- get the live album afterwards (if it has good reviews) it s as good as a live performance.
- 4 When a singer you like releases a new single, you
  - quickly learn the song lyrice so you can sing along
  - b download it immediately
  - o wait and sea if it is a hit before you download it

## 5 You like singers and bands that

- a tour regularly and appear at open-air festivals
- b don't just entertain, but also bring something new to the music world
- record your favourite kind of music

## 6 You

- a like to experiment and listen to everything from operato bushers.
- **b** know at the current and classic hits including their
- usually step to friends playlists: you don't make. your own



Complete the description of the picture using some of the highlighted words from exercise 3 in the correct form.



SUPERGROUP is 1

Europe again!

All concert tickets have 2/07 / 1/14

Those of you who didn't manage to get them - you have to wait. for the live album, which will be " ///////// on 24 May In the meantime, the talented 40/1/1/1/1/2 you see in this picture. is performing Symplectic of SUPERGROUP's hits.

- SPEAK Complete the questions using some of the highlighted words from exercise 3. Then ask and answer the questions.
  - 1 What three songs with a 2/2/24 4 meiody do you always sing 400 / 600 to?
  - 2 Have you ever been to an open-air 2 - -
  - 3 Which bands/singers are really good their fans at concerts?
  - 4 Do you know the \*\*\* \* \* of your favourite songs in English?
  - 5 Why do %z & www. perform? To earn money. or to practise in front of a live audience?
  - 6 Do you feel that most singers/bands perform
  - 7 Do you prefer original versions of classic hits. or their modern 8/1/2 4/9// by contemporary artists? Can you name some artists who such songs?

## FAST FINISHERS

Write a short note about your favourite artist. using the vocabulary from this lesson.

## Short interviews about music and feelings

## Answer the questions.

- 1 What music do you listen to when you're sad? Why?
- 2 What kind of music irritates or annoys. you? Why?
- 2 KEY WORDS M Read the highlighted words below. Find out the meaning of the words you don't know. Match some of the words to pictures a-i.

angry · bored · calm · content · embarrassed happy - Jealous - Joyful - kind - lonely optimistic + pessimistic + sad + satisfied + scared surprised sympathetic





3 1.17 Elisten to four pieces of music. How do they make you feel?

1 2 2 - 2 2 2 2 - 2 3 8

4 KEY WORDS Read the WATCH OUT box. Match the highlighted nouns below to the highlighted adjectives from exercise 2 and put them in the correct categories.

anger - boredom - eximness - contentment embarrassment · fear · happiness · Jealousy · Joy kindness - loneliness - <del>optimism</del> - pessimism sadness - satisfaction - surprise - sympathy





#### Abstract nouns

Many adjectives have noun forms, e.g. free - freedom. Feelings and emotions are abstract nouns - you can't see, hear, smell, touch or taste them. Typical abstract noun endings include -ment, -ness, -ism and -ion.

- 5 118 Read the questions. What do you think people might reply? Make notes and listen to five interviews. Did the speakers mention any of your ideas?
  - What do you think of music in public spaces, e.g. shops and lifts?
  - 2 Should people be able to listen to music on public. transport?
  - 3 Are buskers annoying or entertaining?
- 6 1 18 A Listen and match speakers 1-5 to statements A. F. There is one extra statement.

## Which speaker

- A describes feeling embarrassed about something?
- B is angry about something?
- C expresses surprise about something?
- D mentions music that makes them feet carm?
- Ellistens to other people's music when they're bored?
- F thinks music makes people more friendly to others?
- 1 2/% 2 4/1/2 3 20%
- 1.18 M Listen again. Are the statements. true (T) or faise (F)? Correct the faise statements.
  - Robberies and vandaism went down. in stations that started playing classical music. T / F
  - Slow pop music makes people shop faster, T/F
  - 3 By law, you have to wear headphones. if you listen to music on public transport,
  - 4 International Busking Day was created T/F a few years ago.
  - 5 Some people dislike the combination. of crowds and energetic music on a train. T/F
- 8 SWAM Ask and answer the questions from exercise 5. Do you agree with the speakers? Why/Why not?



T/F

## (I) FAST FINISHERS

Think about films that you liked for their music. Write down two or three titles and the feelings the music in them left you with.

Go online and listen to a piece of music entitled Weightless by Marconi Union, then google the idea behind it. Do you think it works? Write a short note about it.

## Question tags · Questions with prepositions at the end

- 1 SPEAK Choose the correct options so that the sentences express your opinion. Find out if your partner agrees with you.
  - Most love songs are / aren't the same.
  - 2 Folk music is / isn't joyful and energetic.
  - 3 Not everyone / Everyone loves Christmas songs.
  - 4 Live performances are seldom / often disappointing compared to studio albums.
- 2 1.19 Listen to sentences a-f. How do the speakers check if the listeners agree with them?
  - The music isn't there for the shoppers, is it?
  - b They weren't enjoying the music, were they?
  - c Music has that effect, doesn't it?
  - d You sang along to the song, didn't you?
  - e You ve seen them in concert, haven't you?
  - f She hasn't bought the tickets, has she?
- 3 Look at the video still and study the grammar table. Complete the table with examples a f from exercise 2.

## Key Grammar

## Question tags

To form question tags, we use <u>appuliary verbs</u> in the correct tense and a pronoun that goes after the appliary verb.

Affirmative verb + negative tag

Buskers entertoin people, don't they?

16 2 3

Negative verb + affirmative tag

You aren't bored, are you?

N/1/2 5/1/2 5/1/2

We use the same form (affirmative or negative) as the verb in the main sentence to agree with a question tag and the opposite to disagree

He doesn't like rap music, does he?

No. he doesn't, = I agree.

Yes, he does, = I disagree

When the speaker asks a real question, their intonation at the end of the sentence goes up.

When they're only asking for confirmation, it goes down.



- 4 1.20 Complete the question tags. Then listen and check.
  - 1 Jazz music is fantastic
  - 2 You don't like singing, % 100/7
  - 3 The last English class was fun, for Add and the
  - 4 We didn't go to the same primary school,
  - 5 You've never played a musical instrument
- 5 1.21 Q Listen and decide if the speakers are asking for information or confirmation.
  - 1 You've downloaded the playlist, haven't you?
  - 2 He doesn't like rap music, does he?
  - 3 Ariana Grande sang this song, didn't she?
  - 4 Classical music is relaxing, isn't it?
- 6 SPEAK Answer the questions from exercise 4. Pay attention to your intonation.
- 7 SPEAK Study the grammar table and complete it with examples a -c.
  - a What bands do you usually listen to?
  - b Who is music in shops for?
  - c The radio is too loud. Could you turn it down?

## Key Grammar

## Questions with prepositions at the end

The preposition comes at the end of a question when the main verb needs a preposition, e.g. <sup>1</sup>b, <sup>2</sup>/////, or is a phrasal verb (switch off cheer up let down, etc.), e.g. <sup>3</sup>/////

- 8 1.22 Complete the questions with the correct prepositions. Then listen and check.
  - 1 When your favourite song comes on the radio, do you turn the volume 424 422 ?
  - 2 What music do you like dancing and funda?
  - 3 If you have a problem, who do you talk !
  - 4 Where do you come A 7
  - 5 What kind of music are you interested ?
  - 6 What are you thinking 1/2 /2 ?
- 9 SPEAK Ask and answer the questions from exercise 8.

#### FAST FINISHERS

Imagine you are going to interview a celebrity or a music star. Prepare five questions for them. Use as many words from this unit as possible as well as question tags. Try to use different tenses.

## Grammar and vocabulary practice

- SPEAK Can you dance? What kind of dance would you like to learn if you had the opportunity?
- 2 Make nouns from the words below.
  - 1 compose
- 3 embarrass
- 5 refer

- 2 concentrate
- 4 kind
- 6 rehearse
- 3 Complete the text with the correct words formed from the words in capitals.



Preakdancin

also known as b-boying, is a form of dancing to 1 rhythmical (RHYTHM) hip hop music that includes a variety of accobatic movements. It started as a form of street dancing in New York in the 1970s. The 2. DANCE, were usually African American or Puerto Rican boys, but, thanks to the internet and movies, breakdancing is now popular around the world. 3 .......................... (PERFORM) of the best b-boys (a.though girls do breakdancing, or bigirling, too) always gather a great audience. And no wonder. The jumps and handstands combined with energetic beats are extremely 4 ............................. (ENTERTAIN). It takes years of practice, but it's a great way to have fun, (STRONG) your muscles, and improve balance. and coordination. Thousands of young people do it for their own • ....... (SATISFY), learning at home from YouTube videos, but there are also competitions where the best of the best compete for the title of master. Since it is a great show that requires great skills, you might not be 7 (SURPRISE) to learn that starting in 2024, breakdancing will be an Olympic sport.

## 4 Correct the mistakes in the sentences.

- She wrote beautiful sad songs to deal with her ionelyness
- 2 You haven't seen my headphones, did you?
- The audience has cheering for fifteen minutes. and I don't think they're going to stop soon.
- 4 Hey what's the title of that album you've been. stening?
- 5 A song with a catching melody that you can't stop hearing in your head is called an earworm.

- 5 Complete the sentences with the correct forms of the words in brackets, Add any other necessary words.
  - Pink A Property Age (tour) Europe for five months, and this is her last concert.
  - 2 Look at all those people standing there.
  - 3 He (not release / records) lately.
  - 4 Chopin composed over fifty mazurkas (he)?
  - 5 %// (she / seem / be) jealous of her sister
- Choose the correct options.
  - 1 X: It was a very entertaining show wasn't it?
    - A Yes, it was so much fun.
      - B You're right, it wasn't.
      - C I know! I've never seen anything so boring.
  - 2 X:
    - Y. I know! I'm very unhappy with it myself.
      - A He doesn't look too satisfied with how. the audition went
      - B The lead singer seems content about your audition.
      - I guess your audition has gone as well. as expected.
  - 3 X:
    - Y: He became their conductor five months ago.
      - A He hasn't auditioned for them before, has he?
      - B When did he start playing the flute?
      - C How long has he been with this orchestra?

## #BRAINTEASER

Four friends al. play musica instruments. Put them in the order of how long they have been playing

- Ben hasn't been learning as long.
- Debbie has just started learning.
- 3 Alex has been playing for six years
- Carla has been playing for half as long as Alex

## FAST FINISHERS

Write a short note about how your taste in music has changed over the last five years.





32 UN T 2

## A forum post with a review





better?

3 Read the forum post by FestiFan and the questions in exercise 2 again. What information is included in each paragraph? Complete the text plan.

Paragraph 1: general information (name, time, tocation, etc.,

4 📝 Look at the forum post by FestiFan again and complete the Key Phrases box.

## Key Phrases

Giving recommendations

1 / / / miss

You should definitely 2007 to Mit 800 1 2 You definitely shouldn't (arrive late).

I'd recommend this band 36/27 10 everyone. especially ...

Make \*5.7.7. 5.70 you (buy tickets) early.

It's well 3 % // (seeing).

I've got a great one for you.

The workshops are the best \* about the festiva:

There were seven stages to choose 7

## 5 Rewrite the sentences using the Key Phrases.

- The support band is great. Don't miss 4/1/11/4 4575 1/1
- 2 I think everyone should see this band live.
- 3 It's a good idea to go to the festival, especially of you like Indie music I'd recommend 3/3/1/1/3/
- 4 Buy the ticket.
- 5 The best place to stand is at the front. You should 37777 4
- 6 S Complete the forum post replying to ARTie and Folky. Use the Key Phrases box to help you.



## HipHopGirl.

Programme an Army re the biggest music festival in Europe where you get in for FREE Can you imagine? (\*) this festival to all rock and metal fans out there! There are many stages and different kinds of music to " /////// Irom and you'll get a chance to see both the grants of Polish and international rock and new talents who are just entering the charts. t's wei 4/17/1/1// going to but make 4///// you arrive early or it might be difficult to find a piace at the campsite. Also, you definitely "Interest or most expensive clothes the festival is just one big mud field, which some people find to be a problem. But the atmosphere is fantastic!

## 7 Do the writing task. Follow the steps in the Writing Planner

Napisz na forum muzycznym relację z koncertu. który widziałeś/widziałaś na żywo lub na nagraniu. W sworm wpisie:

- podaj informacje o artyście oraz czasie i miejscu. koncertu.
- zrelacjonuj przebieg koncertu oraz jego. najciekawszy moment,
- wyjaśnij, jakie probiemy wystąp ty podczas wydarzenia.
- poleć ten koncert konkretnej grupie ludzi. Długość tekstu powinna wynosić od 100 do 150 słów.

I knew I had to see this concert as soon as I heard about it!

## WRITING PLANNER,



Choose a concert or festiva. Make notes about it Include basic information (e.g. name of the event, artist(s), time, location) and its good and bad points (e.g. price, sound quality, atmosphere, special effects).

PREPARE

Look at the paragraph plan from exercise 3 and write a plan for your post. Use the model text. on page 32 to help you.

Write your post. Use your notes and the Key Phrases. CHECK

Read your post and answer the questions. Have you included and developed at four bullet. points?

- Is your text within the word limit (100-150 words)?
- Have you checked your post for spelling mistakes?

#### FAST FINISHERS

Imagine you are part of a forum about music. Someone from the US wants to get to know Polish music. Write a short forum post and recommend some artists.

Find some information about a music show that could be interesting to see live or on video. Prepare a flyer with basic information about it to encourage your friends to check it out.

## 10,000, 1,000, 10

## Complete the sentences.

- 2 Let's google the ② ② r ② ② ② of this song, I can't understand the words.
- 3 She needs to p \( \alpha \times \cong \alpha \left \alpha \alpha \left \alpha \left \alpha \left \alpha \alpha \left \alpha \left \alpha \alpha \left \alpha \alpha \left \alpha \alpha \left \alpha \al
- 4 Our station plays energising and rhythmical music to keep drivers 

  √ | √ √ t.
- 5 Don't m s the programme about the greatest composers of our times.
- 6 Even the best orchestra needs a c ⊕ ⊕ d ⊕ ⊕ ⊕ ⊕ r to lead them and help them play in a synchronised way.
- 2 Somplete sentences for the pictures.
  Use the words in brackets, but do not change their form.



She's showing her friend sympathy (showing / sympathy).



Please (turn).



But I can't

(read).



(want / attend) thus language course.



(playing / gives) her joy



(performance / entertains) her audience

## HAMMA

## 3 Choose the correct options.

- 1 Have they told / Have they been telling you about their surprise yet?
- 2 You don't know what I'm talking about, are you / do you?
- 3 He's embarrassed and hiding in his car because the audience have boosed / have been booing him off the stage.
- 4 She hasn't been listening / hasn't listened to a word of what I'm saying.
- 5 We're going to be late for the musical, are we going to / aren't we?

# Write questions about the underlined parts of the sentences.

- 1 He's very optimistic about his future
- I cheered him up by telling him silly jokes.
- 3 Hundreds of people showed up.
- 4 He's listening to Imagine Dragons.
- 5 They blamed the accident on bad weather
- 6 They're looking for a good campsite near the festival.

## 

- 5 Complete the second sentence with up to five words so that it means the same as the first one. Use the words in capitals.
  - You should have your tickets with you at all times.
     SURE

your tickets with you at all times.

- 2 The lead singer and the guitarist had an argument FELL
  - The lead singer 22 20%,
- 3 You don't have a chance at this audition if you haven't rehearsed this piece for hours. PEOPLE

  Adv. Adv this piece for hours don't have a chance at this audition
- 4 I think everyone who loves jazz should have this album. RECOMMEND
  - [ 1/1/2/1/2/2/2/2 everyone who loves jazz.
- 6 You must see his live performance at the town square next week. CHECK
  You should definitely @ A Man A A A the town square next week.

## DOMESTICS.

# 6 1.23 Listen to a conversation about a charity concert and answer the questions.

- 1 Why is it possible that the girl might not know Bob Geldof's group?
- 2 Why is Bohemian Rhapsody mentioned?
- 3 Why did the two musicians want to collect money?
- 4 Why are London and Philadelphia mentioned?
- 5 How can they watch the Live Aid concert?

## STATE NO.

# 7a Match texts A-D to statements 1-3. There is one extra text.

This text ...

- 1 shows disappointment with a musical event.
- 2 advertises an unusual music event for all ages,
- 3 gives instructions to people organising a music event.



7b 🐷 📝 Read texts A-D again and complete the biog post.

## OLDIE BUT GOLDIE

DJ Wika – possibly the most amazing person at any party she goes to. Or, more likely, leads as a DJ. Her grey hair behind the decks has surprised many clubbers, but her music never d sappoints them. This joyful and energetic woman over eighty years old breaks all stereotypes about servors. She's played with other, often much younger, DJs and loves experimenting with her audiences. Her mission

is to activate other senior citizens. By teaching at a University of the Third Age and organising parties for senior citizens, she wants to share her passion for life with others and give them joy. So take your grandma or grandad with you. and check DJ W kalout at the Rock Club this Friday night"

## NIGHT OF LEGENDS!

CAMELOT C NEMA Invites all music fans to spend the night (8 pm -6 am) with the grants of rock, pop, blues and rap. Adult content, adults only Fickets go on sale Friday, 8 November at 9 am. Be quick, they sell out fast!

Due to the great popularity of our events, we've limited ticket. sales to one per person. Come and watch movies about. the greatest musicians of all times:

Queen, Elton John, Ray Charles and others! Quazzes with great prizes for everyone in the audience. For details, visit our website ...

C

D

Dear Sammy know you've been dying to hear about that gospe it ancert To be honest, it was strange. They're a world-famous gospe... how but don't believe they brought the whole group there were in ten singers. Eve seen their concerts online, and there should be more. The singers had great voices, but they kept inviting peak a onstage and giving them mixes, so we were listening in the meniters. of the audience embarrassing themselves. So I saw them theard them, but ... you've got nothing to be jealous of Sad, isn't it? Write back soon. Fore Olds

## Attention Charity Concert team!

- The doors open at 5 pm students checking tickets must be there half an hour early. The breakdancers will already be there. their rehearsal is earlier in the afternoon, if the theatre room. is locked, respect their privacy! Decorations team - when the dancers have finished rehearsing, you go in to prepare the stage. Make sure you have all the decorations ready and sorted the day before. There will be no time for it on the day of the concert. Organise them according to the show listing! You'll prepare the stage for each show between performances (five-minute breaks).
- Questions? Email mel.



W piątek mogłam zobaczyć w akcji jedną z najbardziej niezwykłych kobiet. polskiej sceny klubowej. M ma swaich ponad 1 2/2 DJ Wika potrafi rozruszać każdego – żalujcie, jes Was tarn nie było! Wy atkowy dobór muzyki największych z największych

mozna było też usłyszeć ki ka dni później w k nie. Niestety ze względu na treśc niektórych piosenek bilety dostępne były jedynie dla 2 4 / 4 / 2 więc tylko uczniowie najstarszych klas mogłi wziąc w tym udział. Tym niemniej byla to muzyczna uczta!

Gratulacje dla organizatorów naszego szkolnego koncertu! Grupa rockowa musi jeszcze popracować nad brzmieniem, ale za to zespoły jazzowy i reggae były niesamowite! Niestaty ominął mnie występ grupy breakdance, ale widziałam ich probę, która odbyła się 3 200 600% – zapowiadalo się genialniel Jesli zas chodzi o koncert gospei, to mam włażenie, że przyjechała 492/24264, ale ich głosy są: niepowtarzalne, więc usłyszeć ich na żywo to wierkie. przeżyciel Taloch tygodni życzyłabym sobie więcej! Olga 5

## Describe the photos and answer the questions.

## Uczeń A

- Why are these people playing in the street together?
- 2 Would you ever consider. performing in the street to earn some money?
- 3 Describe an amateur performance that you have seen.

## Uczeń B

- What do you think the occasion is for this performance?
- 2 Do you ever listen to music played by an orchestra?
- 3 Describe a street parade or festival that you have seen or taken part in.





Look back at the photo on page 22. Imagine you are one of these girls. Write a comment describing your experiences which you could post under the picture on your social media account.



## 2.2 Present perfect continuous and present perfect simple

#### Present perfect continuous

Czasu present perfect continuous używarny do opisu:

- czynności, które rozpoczeły się w określonym momencie. w przeszłości i trwają do teraz (kiedy chcemy położyć nacisk na ich ezas trwania), np. I've heen sitting here for haurst
- czynności i zdarzeń, które powtarzały się regulamie. w niedalekiej przeszłości, np.

They've been rehearsing for weeks.

 czynności i zdarzeń, które trwają od jakiegoś czasu, czego skutki są teraz widoczne, np.

It's been raining all day today, so everything is wet.

Odmiana czasowników w czasie present perfect continuous: have/has a heen a czasownik z końcowka - ma

Affirmative	Negative
I/ You/We/ They have been waiting for agest	I/You/We/They haven't been going out much recently.
He/She/It has been practising the song since early this marning.	He/She/It hasn't been worker for weeks.
Yes/No questions	Short answers
Have I/you/we/they been doing homework every day?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it been running for the last hour?	Yes, he/she/it has. No, he/she/it hasn't.
Wh- questions	Subject questions
Why have you been crying all evening?	Which dogs have been banking?

Określenia czasu typowe dla present perfect continuous to:

- since (od) + akreślany moment w przeszlaści, np. I have been learning to play the cello since last year.
- for (od) + przedział czasowy no. Dad has been trying to fix my bike for three hours.
- recently/lately, np. Has he been using his phone a lot lately?
- all (day), np. We've been studying all marning)
- how long, np. How long have you been preparing for this role?

#### Present perfect simple

Czasu present perfect simple używamy do opisu:

- doświadczeń, które miały miejsce w nieznanym/ nieokreślonym momencie w przeszłości lub na przestrzeni całego naszego życia, np. Have you ever seen this film? We've already seen it twice.
- przeszłych wydarzeń, których skutki są widoczne. w chwili mowienia, np. He hasn't finished writing yet.
- czynności, które rozpoczęty się w określonym momencie. w przeszłości i trwają w chwii mówienia, np.: I've been a sound engineer for three years now.

Odmiana czasowników w czasie present perfect simple: have/has + past participle (initestáw bierny).

Określenia czasu typowe dla present perfect simple to: ever never just, already before, yet, for since oraz how long

#### UWAGA!

State verbs (czasowniki opisujące stan) zazwyczaj mewystępują w formie ciągłej (continuous), nawet jezefi opisywany stan trwa nieprzerwanie od jakiegoś czasu. Do czasowników opisujących stari zaliczają się m.in.: know, understand, believe, want, need love hate, like. prefer have (w znaczeniu "mieć"), seem, look (w znaczeniu "wyglądać"} oraz bear

## 2.7 Question tags • Questions with prepositions at the end

Who has been helping you

with schoolwork?

## Question tags

school lately?

What has she been doing after

Questian tags (pytania rozłączne) występują zarówno: w języku polskim, jak i angletsium. Używamy ich, kiedy i szukamy u rozmówcy potwierdzenia naszych słów. W języku polskim stosujemy wówczas wyrażenia: tok? oraz prawda? np. Twój tato jest prawnikiem, tak? W języku angleiskim natomiast pytania rozłączne tworzymy za pomocą czasownika positkowego typowego dla danego: czasu gramatycznego (be. do, hove albo will). Jeśli zdanie główne jest twierdzące, to pytanie rozłączne przyjmie formę: przeczenia (I odwrotnie).

present continuous ; You're not leaving now, are you?

F	
past continuous	She was lying, wasn't she?
present simple	You don't go to our school, do you?
past simple	They got married in 2012, didn't they?
present perfect	We haven't watched this episade. have we?
present perfect continuous	It has been snowing all weekend. hosn't it?
past perfect	You hadn't known Sue before you moved here, had you?
will (future simple)	It will look good like that, won't it?

Pytama rozłączne z czasownikiem be w czasąch: present simple i post simple nie zawierają czasownika do, ale i czasownik be inp.: They aren't angry with us, are they? It was an open-air concert, wasn't it?

#### UWAGA!

Pytania rozłączne z f om zawierają czasownik be ale w formie gren't, np. I'm glways right, gren't !? Pytania rozfączne z fim not zachowują się w sposób. regularny, np. I'm not an expert, am I?

## UWAGAI

Pytanie rozlączne w zdaniu rozkazującym zawiera czasownik will no Turn the music down will you?

## Questions with prepositions at the end

Pytania z przymkiem na końcu tworzymy, gdy:

- pytamy o słowo, do którego odnosił się ten przyimek, np. He was talking to her: → Who was he talking to?
- czasownik, którego używamy to phrosol verb (czasownik) frazowy), np. What are you looking for?
- czasownik, którego używamy wymaga użycia przyimka, np. What are you listening to?

#### **KEY WORDS**

V	OCABURARY 1 🖍	MP3 06
amp/amplifier	/aemp/ aempli,faia/	wzmacniacz
audience	o dians.	widownia, słuchacze
notibus	/or difan/	przeskichanie, casting
beat	/birt/	rytm, uderzenie
boo	/bus/	buczeć, wygwiadywać
cello	/tjelac/	wiolonczela
cheer	/tjm/	wiwatować, wznosić okrzyk:
classical music	Alderstool rejustably	muzyka klasyczna
compose	rkam pagz.	komponować
composer	/item pacetty	irompozytor
conductor	/kan dekta/	dyrygent
DJ	7 (II) of test.	Di
download	/,dacn/leod/	ściągać z Internetu
flute	/fluid	flet
headphones	/hed/leons/	sluchawki
hit album	/,ht ælbom/	popularny album
inspire	Am repailed	zamspirować natchną
mike	/maic/	mikroton
noise-concelling	/ note township/	redulujący hatas
percussion	/pelkylin/	perlusja
playlist	/ plujest/	playlista
read music	Arted injurals/	czytać nuty
rehearsat	/ir/hassal/	próba
repertoire	/'repailwo:/	repertuar
rhythm	7 nčami	rytm
rhythmical	EndmissV	rytmiczny
sing karaoke	/ sry kaeri adki/	špiewać karaoke
songwriter	son, rata,	autor piosenek
sound engineer	/ saond endginay	inzymer dźwięku
sound system	/saond sistan/	nagkasnienie
soundtrack	/ second, brack/	śroczka dźwiękowa
speaker	/'spitite/	glośnik
stream	/stripm/	streamować
talented	/'taelantidi/	utaientowany
theme music	/ Oten miceals/	motyw muzyczny

	MP3 07	

Arvisio/
/ menta;/
/mju,zik pra dju sa/
/ saile delik raepy

turn the volume down / tam do volpans dann/

turn the valume up / ta;n da volja;ns xp/

/transpit/

chor tryt mentorem producent muzyczny rap psychodeliczny

surprised

sympathetic

sympathy weightless

trablea

\$CISZYC .

podgiośnić

# READING - 1 MP3 06

activate	z aek bweitz	aktywować
alert	/alist/	CZUJIY, UWZĖTY
attend	/a tend/	UCZĘSZCZAĆ
chemical	Physical india	związek chemiczny
concentrate	Zeonsan treit,	koncentrowac sig
distract	/distraile/	rozpraszać, odciągać uwagę
dopamine	z daopami nz	dopamina
efficiently	A frjandur	wydajnie, efektywnie
for	Zhigs.	naprawić
focus	/Taokas/	skupić się
Improve	Am prono	polepszyć (się)
knowledge	Z'nakdşz	wiedza
language ablirtles	/ lærigvirds a bilate/	umejętności językowe
lifelong learning	z dauf torp, et megy	nauka przez całe życie
memory	/ hiemori/	pamięć
movement.	Z'Milli vmanti	ruch
process	/process/	przetwarzać
resolve	An apply/	postanowienie
fevise	Ab vestir	powtarżać, np do egzamnu
skills	/skilz/	umiejętności
solve	/SDIVI	rozwajzać
stimulate	/stmjoiet/	styrnulować
strengthen	/streyBan/	wzmacniać
tune	Atjusty	melodia

V	OCABULARY 2	♠ MP3 09
		baiet

ballet		baiet
27.	Committee of the Commit	artysta uliczny
catchy melody	/ kætji meladi/	chwytiwa melodia
concert hall	Poinsat Pordy	sala koncertowa
contemporary	kan tempararir	współczesny
COVEL AGLZIOU	/love_varian/	przeróbka muzyczna, cover
ouvent	lorant	bieżący
entertain	/,ontoiten/	zabawiać
folk band	Yarak basnda	zespot ludowy
hit	MV	przebój, hit
lead singer	/Jitid seps/	główny wokalista
live album	of a subject of	album koncertowy
live performance	/ favy paliformens/	koncert, występ
on tour	d -	na trasie (koncertowej)
open-air festival	/ expanjes 'festivel/	festiwal na wolnym
		powietrzu
orchestra	/ storeray	orkiestra
perform	Ppo forms	występować
playlist	/ ples Just/	lista utworów
record	/http://	nagrywać
refease	Hilost	wypuszczać na rynek
sell out	/onl aut/	wyprzedać
gnoke gnia	/poj allog/	spiewać razem (z kimi,
		z prosenką)
song lyrics	/sog /intes/	tekst piosenki
sound quality	Fractical feworlds/	jakość dźwięku
support band	(sa pora lbænd)	zespół występujący przed
		koncertem głównej
		gwiazdy
bour	/kna/	podrážować, jechać w trasę
		koncertową
Voice	/cm/	ghas
		Total Control of the

# THE PERSON NAMED IN

	State of the Party	A A I S W A A A
21 9 - 4	( anygat	gniew
angry	/aeggriv	zdenenwowany
bored	/bacd/	znudzony
boredom	/ho:dan/	nutia
calm	Aurani	spokajny
calmness	/knomnas/	spokojny, spoká]
content	/lian tent/	zadowolony
contentment.	Alan tertmant/	zadowołenie
embarrassed	Company of the latest party of	zawstydzeny, zakłopotany
embarrassment	/mibarasasant/	wstyd, zakłopotanie
fear	/fia/	strach
happiness	/ haspinas/	szczęścia
happy	/'huspi/	szczęśliwy
jealous	/'dyelas/	zazdrosny
jealouty	/'dyelani/	zazdrość
joy	/dgs/	radość
joyful	Edgadal/	radosny
land	/land/	życzliwy
kindness	/ (camdras/	życzliwość
loneliness	/Jeanlines/	samotność
lonely	€ locally	samotny
optimism	√opti,meam/	optymizm
optimistic	₹ ppis'merble /	optymistyczny
pessimism	pe-simpam	pesymizm
pessimistic	/ puse musik/	pesymistyczny
rad	/said/	smutny
sadness	/amdrus/	smutek
satisfaction	F species Facilities F	zadowolenie, satysłakcja
satisfied	/ tatebulands	zadowolony
scared	Ashead/	wystraszony
surprise	/sa pratt/	niespodzianka, zaskoczyć

#### USE OF ENGLISH AMPS 11

/sa pradd/

/simpa9/

v westlasv

/,sumpa'Getik/

225KDCZONY

współczucie:

współczujący, wyrozumiały

leko, w stanie nieważkośc

balance	/badars/	ráwnowaga
Earworm	/ is water/	metodia wpadająća w ucho
handstand	/ Itsend stænd/	stanie na rękach
11-2-11	Ama zookay	mazuzek (utwór i tánjec)

# 5 MYSTERIES



- 1 SPEAK Look at the photo and answer the questions.
  - Why are some people so fasc nated by such ancient structures?
  - What do you think of the idea that such places were built by aliens?
  - Do you think taking a picture of a piace ke this with a person in it makes it less perfect or more interesting?
- 2 SPEAK Read the comments. What does norble mean by what he says in his comment? Listen to what or whom?













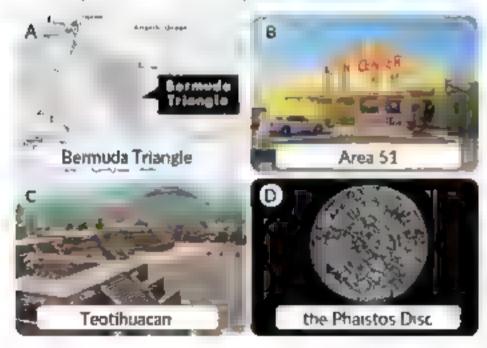


### Extreme adjectives · Descriptive adjectives

Look at the words in the box. Which are positive/ negative/neutral?

amazing amusing awful fascinating frightening horrible huge original strange tiny unforgettable

2 SPEAK Describe pictures A-D using the words from exercise 1. What do you know about these objects and places? What do they all have in common?



KEY WORDS Read the text and check the meaning of the highlighted words. Then answer the questions.

Which mystery book(s) or film(s)

- 1 is/are perfect for science fiction lovers?
- 2 talk(s) about problems many teenagers face?
- 3 would you choose to read/watch?

# Teens recommend

Can you recommend a good book or film? llove mystery stories!



If you like science fiction, I recommend The Mose Funder you'll be \*delighted. A boy wakes up with no memory in the middle of a mysterious maze, and, together with other teens, he has to escape. There are a few dramatic bits, as the maze is dangerous, and it is a really "thrilling and original story. Both the film and the book which it's based on ere very enjoyable! The story is set in the future, so it's not the best. for fans of 'ancient history



Stranger Things is an intriguing story about a boy who disappears but keeps sending \*puzzling messages to his mum. When other equipous things start happening. in the town, the boy's friends begin to investigate. The story's got some emusing bits because these friends are a bit strange and not very popular. Generally, the plot is quite terrifying, as you quickly realise some homble falien beings are behind it ell Many elien series are disappointing, but not this one!



Jay Asher's 13 Reasons Why is an inspiring book that criticises bullying. In the story, a girl commits suicide. and her friends find it "unbelievable, as she seemed to have no problems. Then they get tapes explaining her reasons a lot of tary Japieasant things that became too much for her guess it is "thought-provoking which is great. But the expenences of the characters might be too true to life. for very sensitive teens.

- KEY WORDS Match the highlighted words a-h from exercise 3 to the definitions 1-8.
  - 1 very happy
  - 2 very old
  - 3 making you think about something important
  - 4 unusual or strange
  - 5 confusing or difficult to understand or solve
  - 6 exciting
  - 7 too unlikely to be true
  - 8 strange, different or not from this planet
- SPEAK Talk about books or films you have read/seen using the highlighted adjectives from exercise 3.

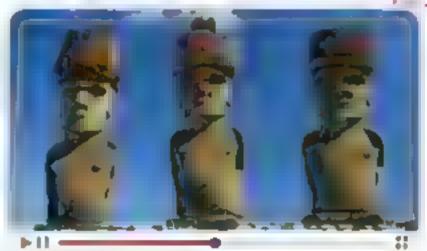
I loved A Spy in the House! It's entertaining and original. It's very enjoyable.

6 1.24 M Listen to three descriptions of mysteries and match them to pictures A. D. from exercise 2. There is one extra picture.

1 4/2

- 1.24 📝 Listen again and answer the avestions.
  - Which adjectives are used to describe each. place/object?
  - b Which speaker mentions
    - 1 a theory which might or might not be true?
    - 2 a story of one mystery replaced by another?
    - 3 unknown creators of something fantastic?

SPEAK Look at the video still and answer the questions.



- What are the heads in the picture called and where are they?
- 2 What do you think might be the story behind.
- 3 What's the strangest or the most mysterious place you've visited or heard of?

# FAST FINISHERS

Which of the places and objects described in this lesson would you like to see? Why?

# Modal verbs of deduction and speculation

SPEAK Look at the photo. What do you think it shows?



- 2 1.25 SPEAK Listen to two students speculating about the photo. Do you agree with them? Why/Why not?
- 3 Study the examples from the dialogue and complete the table with the correct modal verbs.
  - The girl can tibe a real mermaid.
  - 2 She must have put the tail on for some reason.
  - 3 The whole thing might be a performance.

#### Key Grammar

#### Modal verbs of deduction and speculation

To talk about the present, we use the modal verb + infinitive and to talk about the past, we use the modal verb + perfect infinitive (have + past participle).

We use 1 when we think that something is definitely true

We use could and 20// // when we think something is possibly true

We use Middle when we think something is definitely. not true

Present	Past
The figure must be man-made.	Someone must have put it there on purpose
lt might happen,	It might have been a work by a modern artist
It could be a costume.	They could have created this figure especially for the show
This can't work	They couldn't/can t have discovered it recently



Grammar Reference \* 52 Irregular verbs \$154-155

- 4 M Look at the photo and read what people said about it. Complete the sentences with must, could, might or can't. Do you agree with the speculations?
  - be spring, or it 4/// ... ... be 1 lt 52 summer I'm not sure
  - 2 The place 🛬 🥕 🥕 be in a town or a city, because there aren't any tunnels like this in the countryside.
  - 3 She is wearing a dress, so she www.... be on her way to a run. Definitely not.
  - 4 She 🗸 🗸 💉 know the photographer, or he be a stranger



- Look at the photo and complete the sentences. Use modal verbs and the verbs in brackets.
  - 1 He West Mills (have) bad news.
  - 2 He Valdalla (win) something.
  - 3 He \(\frac{1}{2}\) \(\frac{1}2\) \(\frac{1}2\) \(\frac{1}2\) \(\frac{1}2\) \(\frac{1}2\) \(\frac{1}2\) \(
  - 4 He William (hear) something wonderful.
  - 5 He Wildelie (ask) a girl he fikes on a date. If so, she (say) 'Yes!"



6 Complete the text with present or past deductions/speculations. Use modal verbs and the correct forms of the verbs in brackets.



It 1 22 Zo Zo Zo (be) a museum, or it 2/////// (be) a temple. It's not clear The man 12/2 4 7 ke. the sculpture because he is taking a photo of it. I suppose he

(be, a history or art student I'm not sure but he

(do) a project about this sculpture recently and that's why he's there Also, there ! be) any rules about not allowing photos there. The photographer? (take) the photo recently because the man's phone looks a bit old

#### **#PRAINTEASER**

A woman was found dead in a field. There were no signs of murder or fight She was wearing a backpack, What could have happened?



# FAST FINISHERS

Look at the photos on page 153 and write a few sentences speculating about what they show

# Expressing certainty and doubt

- **SPEAK** Do you ever lose or misplace things? If so, what do you do to find them?
- 2 1.26 Listen to the dialogue and answer the questions.



- 1 What can't Sam find?
- 2 Where do they think the missing item might be?
- 3 Complete the sentences from the dialogue with the words from the box.

absolutely definitely doubt might perhaps wonder

- 1 I think I used them at lunchtime, but I'm not certain.
- 2 You "11/1/1/1/1/ didn't use them then.
- 3 They William be in your bag.
- 5 19/9/4/4/1//2 that they're there.
- 6 Julia Are you sure you actually brought them. to school today?

Sam Well ... I can't remember! 22/ 45 or 4 I didn't.

4 1.26 Listen to the dialogue again. Which Key Phrases did you hear?

#### Key-Pleases

#### Expressing certainty and doubt

#### Expressing certainty

There's no doubt that ... / No doubt ...

It's/That's definitely ... / You definitely didn't

I'm sure/certain/positive (that)

It's/They're sure to (come).

It's clear that ...

Clearly/Obviously ...

#### Expressing doubt

I'm not ,absolutely/really) certain/sure (that) ...

It's unlikely that ... / I doubt that

It isn't likely that

Maybe/Perhaps

.. might (not) ...

wonder if/whether ...

- 5 Rewrite the sentences in exercise 3 replacing the words from the box and the underlined ones with their synonyms. Use the Key Phrases.
  - 1 I think I used them at lunchtime, but I'm not really sure

- 6 Complete the mini-dialogues with two words in each gap. Use the Key Phrases. Then practise the dialogues in pairs.
  - X: [19/0/floor, 1/1/1/1/2 Mark found his phone
  - Y. 18 15 15 be d dn't. He hasn't. answered any of my calls and he's inactive on social media.
  - X: Do you think they'll find the plane that disappeared
  - Y: Perhaps, But it's 1977 / 1977 2 they'll find all the parts as it crashed into the ocean.
  - X: Did you hear about this guy who found a huge. amount of treasure in the sea?
  - Y: No. but if it's true, they're show it on the news today
  - X: There's 1007 A MANAY A Withat everyone will be talking about it for weeks
- 7 Write sentences from the prompts.
  - 1 It / not be / likely / they / be / home / now
  - 2 There / be / no doubt / no one / live / here / lately
  - 3 It / be / clear / man / can / not / speak / Spanish.
  - 4 He / be / sure / feel / embarrassed / his mistake.
  - 5 1 / be / positive / she / hide / huge / secret.
  - 6 She / not be / absolutely / certain / when / she / last / see / her keys.
- 8 SPENI Role-play the dialogue using the Key Phrases.

Rozmawiasz z kolegą/koleżanką o wspólnej znajomej, z która nie mieliście kontaktu od paru. tygodni. Zastanawiacie się, co może być przyczyną braku władomości od niej, ale każde z Was ma inne informacje i inne domysty. W rozmowie poruszcie: następujące cztery kwestie:

kedy ostatní raz každe z Was z nia rozmawiało lub widziało się osobiście.

> możliwe przyczyny braku kontaktu od tamtej pory

jej ostatnie posty w mediach społecznościowych

> możliwe przyczyny nieobecności w mediach społecznościowych

# FAST FINISHERS

Your friend wants to organise his/her birthday party in a mystery themed escape room. Make a list of three arguments for and three against such an idea using the Key Phrases.

# An article about mystery writers



Complete the gaps with the correct forms of some of the words from the box. Then answer the questions.

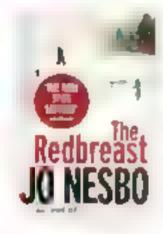
author chapter character column magazine novel print publish review thriller

- 1 Think about the last book that you read. Did you enjoy it? Who were its main ?
- 2 Who's the \*\*\* \*\* \*\* of your favourite book(s)? Which titles or series are popular among teenagers nowadays?
- 3 Do you prefer to read see a short stories? Why?
- 4 Do you read any newspapers or White Addition 22 Why/Why not?
- 5 Where do you look for 2 200 of books or films to help you decide which ones to read or watch?
- 2 SPEAK Do you know the authors/books in the pictures? Have you read any of them? If not, would you like to? Why/Why not?









- 3 1.27 Read sentences 1-6 and guess the correct options. Then read the text on page 43 and check.
  - 1 In the past, the first version of a book was often given out for free / printed in magazines
  - Arthur Conan Doyle didn't like / loved the character of Sherlock Holmes very much.
  - 3 Agatha Christie wrote her first detective story to earn some money / win a bet
  - 4 Harlan Coben / Jo Nesbe produces TV series and writes for magazines.
  - 5 Harlan Coben / Jo Nesbe gets great reviews thanks to his sense of humour
  - 6 Jo Nesbø is also a police investigator / musician

4 Read the text again and match authors
A-D to statements 1-5. One author matches two
statements.

Which author

- 1 changed their mind about following an artistic career?
- 2 questioned their own character because of their books?
- 3 has an impressive gift of observation?
- 4 learned to create stones from a relative?
- 5 used their knowledge from other work for the r books?
- 5 KEY WORDS Match the highlighted words from the text to definitions 1-8.
  - a book that sells a lot of copies and makes a lot of money
  - 2 a story, especially about something imagined
  - 3 a person who writes reviews of books
  - 4 a particular type of book, characterised by defined features
  - 5 someone who's good at telling stories
  - 6 a book that is popular and influences other books
  - 7 a series of events in a story
  - 8 one part of a longer story, presented separately in print or on TV
- 6 Complete the blog entry with the correct forms of the highlighted words from the text.

#### BOOKWORM RECOMMENDS

OK, so, I put away the last Sherlock Holmes novel, I watched the last

<sup>1</sup> \_\_\_\_\_ of the Sherlock series with Benedict Cumberbatch, and I decided to switch from <sup>2</sup> \_\_\_\_\_ to some modern mystery and threers.

favourite favour

• sections agree that she's a great

Postmortem, her debut novel and the first of the Kay Scarpetta series. Its I is based on a series of real murders, so I thought it might be more exciting than total fiction. And how was it? Unbelievable! I couldn't put it down! It's fast-paced, it's intriguing, it's all you're looking for in a thriller. I might just finish it tonight and start the next one tomorrow! Five stars!



# Masters of Mystery

We all know their books and their famous main characters but do you know anything about the authors behind them?



# **Arthur Conan Doyle** (1859-1930)

Although Attnut Conan Doyle was a master storvte er thanks to fantastic tales his mother fold him in ch dhood, he definitely didn't want s to write - his dream was to become a doctor Doyle was studying medicine when one professors impressed him with his gift for observation, logic and Ededuction so much that he felt t deserved a story. That's how bom like most novels back then, A Study in Scorlet wasn't printed <sup>15</sup> h a book form with chapters but h episodes in a magazine its writing was a good occupation. He wrote a lot, and, in fact, he in preferred his other characters to Shertack Holmes, Not a huge fan of this hero, he finally decided it was time to say goodbye, and n the December 1893 episode E Holmes was killed, causing twenty thousand readers to stop buying the magazine. Not surprisingly, a few years ater Sherlock mysteriously returned to fe





# Agatha Christie (1890 - 1976)

Agatha Choste's detective stories are among the absolute classics Christie was a born storyteller, who read many children's books and was writing her own stones by the time she 35 was eighteen. But her first delective story was the result of a bet with her sister, who didn't believe Agatha could write one. The book (The Mysterious Affair at Styles) has the the idea of Sherock Holmes was 4 typical Christie plot murder in the first chapter and then the investigation During World War I, Christie worked in a hospital pharmacy, which enabled her to write about poisons success convinced Doyle that is realistically in her books. Asked about the inspiration for her most famous character. Hercule Poirot, she said he saw in Eingland.



# Harlan Coben (born 1962)

36 Basically every one of Harlan Coben's. inity-plus thollers is a worldwide best-seller, and some of his titles have been turned into films and TV series. Coben's main character Sisn'i a delective but a sports agent who always thes to help when he learns about problems his mends

and relatives are experiencing Book critical praise Coben for both his talent (or noticing details and his sense of humour Aside from writing books. Coben also works as a creator and producer for Netflix, and writes essays and columns for various newspapers and magazines



# Jo Nesbø (born 1960)

Scandinavian thrillers, with their uniquely dark atmosphere. at the top of the genre thanks to Jo Nesbø, among others. He tried many 70 jobs, working as a stockbroker then. a journalist, before finally following an artistic career as a writer and rock musician. Harry Hole, Nesbø's famous police investigator, is tough was based on Belgian immigrants she <sup>75</sup> and excellent at his job but temble at handling everyday life. Nesbø's books have received many awards, but he's also been cribcised for unnecessarily long descriptions of Microsoft actually made him stop and wonder how much violence there was within him, After some soul-searching, though he decided that it had nothing to do with who The was Like many thriller writers, he simply has a great magination.

> GLOSSARY bet - zakład (o coś) stockbroker - makler giełdowy

# SPEAK Answer the questions.

- Would you like to read the book recommended in exercise 62 Why/Why not?
- 2 Do you like to read detective stories? Why/Why not?
- 3 In your opinion, why are thrillers so popular?
- 4 How important is it to know something. about the author of a book when reading it?

# 49 FAST FINISHERS

Make a list of five crime fiction books, films or TV series that you enjoyed and choose adjectives from page 39 that describe them best.

In 1926, Agatha Christie disappeared. Find out what happened and write a short report about this mystery.

#### The media

SPEAK Where do you usually check the news: on the radio, television, the Internet or social media? Why?



# SPEAK Choose the correct options and answer the questions.

- 1 Can you name three English language daily magazines / newspapers?
- 2 What topics are currently on the first / front pages of newspapers in your country?
- 3 Is there a journalist / publisher whose articles you enjoy?
- 4 When was the last time you read a(n) review / Interview with someone famous? Who was it with?
- 5 In your view do the media report / represent the news objectively?
- 3 KEY WORDS [3] Look at the collocations with the word news. Complete the text with the highlighted words in the correct forms.



news about the missing ship appeared on Cuban te evision at 3 pm three days ago. The news around the world within hours. At first, it seemed so unbelievable we all thought it must be news, but it wasn't. A huge cruise ship with over three thousand people on board simply disappeared off the radars. Since then, the first news in all news in the has been about the missing ship, but no one seems to know what could have happened to it.

4 SPEAK Look at the picture and the headline. What do you think might have happened?



- 5 1.28 Listen to part of a commentary to the article in exercise 4. Were your guesses correct? Answer the questions.
  - 1 What happened?
  - 2 How did the news get around the world?
  - 3 What is the author's opinion about it?

# 6 Read the text and check your answers to exercise 5.

It wasn't even a journalist's report, for goodness sake! Some guy put a video on their social media, and, within a few hours, the whole world was talking about it. Over their morning coffee, viewers of breakfast television were watching the hosts insisting that the strange blinking lights passing the plane must have been a UFO and doing interviews with

experts presenting their theones of a freak weather incident or a military plane. Same thing on every channel. But can we believe it? Let's face it, everyone who covered it just showed the same video made by one plane passenger. ONE Because everyone else was asleep. Has anyone even talked to this guy? Journalism these days is not about facts. The more sensational and dramatic the news, the more likely it is to make the headlines. To make matters worse no one checks their sources. Even documentaries on well known networks sometimes lack well-checked information. So, these lights are really strange but I won't be surprised when this turns out to be yet another fake.

- 7 KEY WORDS Complete the sentences with the correct forms of the highlighted words from exercise 6.
  - 1 2/1/2/2/2 television is more about lifestyle than heavy political topics.
  - 2 Many ////////// were upset when the Children Know More programme on TVKds was cancelled
  - 3 The news about the UFO immediately made the
  - 4 The Loch Ness Monster Revealed I saw last night <u>A.C.</u> every aspect of this mystery, from folk legends to scientific research.

  - 6 The BBC is a British television 2 2 2 which has many different 2 such as BBC News, BBC One and CBeebies.
  - 7 Investigative < < < > is about finding an important topic and searching out all the facts about it.
- 8 SPEAK Answer the questions.
  - 1. How important is it to watch the news? Why?
  - 2 Have you ever read or seen news that turned out to be fake?
  - 3 Can you recommend a good documentary?
    Why do you find it interesting?

# FAST FINISHERS

Imagine you want to find out about teenagers' habits concerning the use of mass media. Prepare a set of questions to ask your classmates using the words from this lesson.

# A podcast about the Voynich manuscript

- SPEAK Look at the picture of a manuscript in exercise 4 and answer the questions.
  - 1 How old do you think the manuscript is?
  - 2 What could it be about?
  - 3 Where do you think it comes from?
- KEY WORDS P Read part of a story and complete adverb categories 1-3 with: manner, time and place. Then match the highlighted words to the three categories.



My ast job was to find a treasure map I searched everywhere, but couldn't find it. I was in yet another hotel, fired I called my chent and said There's no map. I guit See you tomorrow | went downstairs for dinner I quickly realised that two men sitting two tables away.

were talking about my map. Unfortunately, other people were talking notally, and I couldn't hear very well what the pair were saying. But **eventually I** moved close enough. 'I found the map but someone stole it from me yesterday, one were saying, I froze [...]

- happens.
- happens, how long it takes or when it finishes.
- 3 Adverbs of 202 417 11/2 tell us how an action is done.
- 3 Read the WATCH OUT I SKILLS box and the information about the podcast. Then look at the key words from the podcast and choose the most likely answers in 1-3.

code decode experts manuscript mysterious partially solve unknown language

- The language in the manuscript is probably a language.
  - we don't speak now like Latin.
  - b that nobody knows anything about.
- 2 The podcast hosts probably mention
  - a how people have tried to find answers.
  - b why people enjoy reading old manuscripts.
- 3 It is possible that
  - someone has managed to understand some of the manuscript.
  - b nobody will ever understand the manuscript.



#### Using key words to predict

Key words can give you an idea of what you might hear. Thinking about this before you listen means you can check your guesses as you listen.

4 1.29 Listen to the podcast and check your guesses.

# That's fascinating

Great mysteries



The Voynich manuscript became famous in 1912. it doesn't look remarkable. but it's written in an unknown language. But whose language was it? is it a code, or a lost language?

What other mysteries surround it?

- 1.29 Listen again and choose the correct options.
  - 1 The Voynich manuscript
    - A contains over 240 drawings of people and plants.
    - B was created by someone who could draw very well.
    - C is definitely over 1,400 years old.
  - There's evidence that the author of the manuscript.
    - A was fluent in the language.
    - B translated a lot of words into a code
    - C invented the language for this book.
  - 3 The manuscript became famous
    - A after Emperor Rudolph II bought it from Voynich,
    - B because for 250 years no one knew where it was.
    - C thanks to a book dealer who it is named after.
  - 4 Which is true about the manuscript?
    - A Leonardo da Vinci wrote ít.
    - B Its author was an English philosopher.
    - C It wasn't written by Voynich.
  - 5 The man talking about the manuscript is someone who.
    - A currently owns of the manuscript.
    - B simply knows a tot about it.
    - Is working on decoding it with the Ardic family.
- 6 SPEAK Answer the questions.
  - What do you think makes the Voynich manuscript. most fascinating?
  - 2 Do you like solving mysteries? Why/Why not?

# 40 FAST FINISHERS

📝 If you wanted to write a secret diary, how would you encrypt it? Why?

Find out the story of the Antikythera mechanism and record a podcast about it.



# Past tenses: past simple, past continuous, past perfect

# 1 1.30 Listen to the story of the Roanoke people and answer the questions.



- When and where did the story take place?
- 2 Who were the Roanoke people?
- 3 What do you think might have happened to them?

# 2 Read the story and put events a-e in chronological order.

During the second part of the 16th century, the English were colonising ands in America. From this time comes the story of the Roanoke Colony, established by john White. While the 116 people that he had brought from England were setting up their homes. John White saited back to England. He left nine days after his daughter had given birth to the first Roanoke child, and he came back a long three years later. He was amazed to see that the whole colony had vanished and hadn't left any clues except for two words. Someone had written 'CRO' on one of the trees and Croatoan on a fence. What happened to the Roanoke colonists? To this day, no one knows.

- White's granddaughter is born.
- b White returns to Roznoke.
- Someone writes 'Croatoan on a fence.
- d White brings 116 people to Roanoke
- e White goes back to England.
- 3 Dook at the video still and study the grammar table. Complete the rules with before or while.

#### Key Grammer

#### Past tenses

We use the past simple to talk about a completed action that happened in the past or an action which interrupted another action, e.g.

While they were setting up their homes, John White soiled back to England.

We use the past continuous (was/were + -ing form) to talk about actions which happened 'Was were actions were taking place, actions that were interrupted by other actions in the past or actions that were in progress in the past, e.g.

During the second part of the 16th century, the English were colonising lands in America.

He was amazed to see that the whole colony had vanished

Grammar Reference > 52 Irregular Verbs > 154-155

#### 4 Read the text and choose the correct options,

The giant heads – or 'moal' – on Easter Island are a mystery in 1722, Jacob Roggeveen, a Dutch explorer, <sup>1</sup> was sailing / had sailed the Pacific because he <sup>1</sup> was looking for / looked for a new continent. He <sup>3</sup> had found / found Easter is and instead and on it – something he <sup>4</sup> never saw / had never seen before – the moai

The Rapa Nul people \*made / had made them out of rock between 1250 and 1500 \*After / 8y the time they had carved them, they somehow \*moved / had moved the huge, heavy statues around the island. One theory is that they cut down all the trees and \*then / while used them to roll the statues Another theory is that they transported the statues by 'rocking them forwards. The scientists who suggested this theory \*aiready did / had aiready done an experiment with a copy of one of the statues, moving a copy of it a hundred metres after they had tied ropes to the head. However, this method wouldn't work well on hills. Perhaps the statues will always be a mystery!

# 5 Complete the sentences with the correct forms of the verbs in brackets.

- 1 It was a difficult case, as someone \*\*//
  (remove) all traces of the crime before
  the detectives \*\*//////////////// (arrive).
- 2 Agatha Christie (come up with) the idea for The Secret Adversary while she (listen) to strangers talking in a fea shop.
- 3 As soon as I 1/1/1/1// (enter) the room.

  I 1/1/1//// (know) someone 1/1/1//// (be) there during my absence
- 4 While I Will (read) my great grandmother's diary, I will (come across) a name of a relative I will (never / hear) of before.

### 6 SPEAK Tell each other about things that you:

- hadn't done/known before you came to this school.
- 2 had expected/heard about this school that turned out to be right/wrong.
- 3 started doing at some point in your life, but got interrupted and didn't finish.

#### FAST FINISHERS

Look at Grammar Reference on page 52 and find time expressions often used with the past perfect and past continuous. Use them to write six sentences about your last weekend.



# Grammar and vocabulary practice

- SPEAK Do you know any stories about ghosts or ancient curses?
- 2 A Complete the adjectives with the correct. endings: -ful, -ous, -ing, -able/-ible.

1 aw 5 puzzi 6 thrill 2 cum 3 horr 7 unbeliev 4 mysteri 8 wonder

3 Complete the sentences with the correct words formed from the words in brackets.

 Would you like to watch a (document) about ancient buildings?

2 I must say that the explanation of this strange. ncident was rather (disappoint).

3 I'm not certain. (journal) is a good profession for you.

(careful) put the key in the lock and tried to turn it.

- 4 Choose the correct translation.
  - Jestesmy pewni) that the series will be a success.

A We wonder

B We re positive

C We're sure to

2 It's a man-made structure; the picture shows (bardzo dobrze),

A amazing B very good C very well

3 By the time the archaeologists returned with tools. the murriny (// (znikneta) from the tomb.

A has disappeared

B was disappearing

C had disappeared

4 22 (Bez watpieria) he'll have a good explanation for it.

A Unlikely B No doubt C Not doubting (nlewiarygodna opowieść) about fe-threatening adventures.

A an unbellevable tale

B a thought-provoking history

C a strange plot

6 It was take news, but it (szybko się rozeszła)

A spread quickly

B went out fast

C covered with speed

- Read the WATCH OUT box and choose the correct options. There may be more than one correct answer.
  - 1 The news was / were so depressing that we turned off the TV
  - 2 I don't like the way our media were / was covering this story
  - 3 Many / A lot of news we get today cannot be
  - 4 Why haven't / hasn't the media presented the other. side of the story?
  - 5 J<sub>5</sub> / Are there any news about the lost children?

#### PHATCH CAPT

News & the media

Mews in English is uncountable and, because of that, it is followed by verbs in the singular

We say: All the news we've received so far was frightening,

We cannot say many naws or the naws are

The media can be followed both by yerbs in the singular or plural (traditionally - plura ).

We say The media are covering the story. The media has been following this story for weeks.

- Complete the second sentence with up to four words so that it means the same as the first one. Use the word in capitals.
  - 1 They left all their things so I'm sure they left in a hurry MUST

They left all their things so they in a hurry

He wrote the story without checking any facts. NOT

When he wrote the story he way a way and a any facts.

- 3 You'll definitely enjoy the tour of the old temples BE. The tour of the old temples 4 44 16 hardfelds
- 4 We didn't get any news from him last week. NO from him last week There
- 7 1.31 UListen to these sentences. Do we ever stress the auxiliary verb in the past perfect?

Sam had seen a ghost

2 Had Sam been to the lake?

3 Sam hadn't watched the film.

8 Complete the text with one word in each gap.

Legends of ancient curses protecting tombs of pharaohs have been told for centuries, yet there were no stories to prove them true. So, when Howard Carter found the tomb of Tutankhamun and the news 1 the headlines. everyone was excited but also waiting to



see of the curse was true. Soon, the first of the tomb explorers. Lord Carnaryon, cut himself 2 he was shaving got infected and died. Arthur Conan Doyle believed some ancient curse must 3 le led him and many stories started circulating. When more members of the expedition died their page of every newspaper. deaths were on the \* Carter lumself died of cancer sixteen years after he 5 opened the tomb It \* therefore not likely that his death had anything to do with the curse. Yet mystery lovers still have been a coincidence say these deaths could 7

# FAST F NISHERS

For each adjective in exercise 2, give an example of something or someone it could describe. Then write five sentences using your ideas.

# A blog post with a narrative



Hi, I'm Cleo. Everyone knows the big stones in their local area, but I love finding the artle currosities and unbelievable tales of strange incidents, events and legends. The world is full of them, and I intend to find and share with you as many as I can. If you like my stories – feel free to share them. If you have your own – I'd love to hear from you!

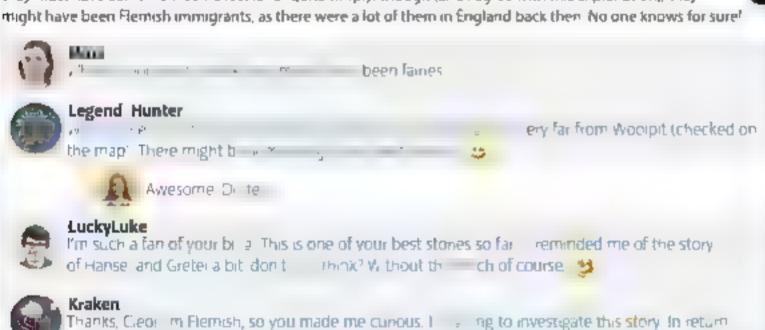
#### THE GREEN CHILDREN OF WOOLP T

As my family and I were hiking through the countryside, we came across Wooipit, a village with a curious. regend from the 12th century

B Apparently the villagers found strange green-skinned children, a boy and a girl, who were hiding. in the fields. The siblings were extremely confused and exhausted. They spoke a mysterious language. and ate only green beans. After they dilived with the villagers for some time, though, they got used to eating normally. Soon afterwards, they noticed the green was slowly disappearing.

 Unfortunately the boy died of an unexplained illness. When the girl had finally learned English. the explained they had come from St. Martin is Land. She couldn't remember clearly, however, how they had got to Woolpit

D So, what happened there? Various theories exist. Some believe they could have been aliens, others that they must have come from some lost land. Quite simply, though (and I agree with this explanation), they



I'm going to teil you a legend from my antry. Would others please share theirs?

SPEAK Are you interested in myths and legends? Do you know any?

### Read the story from Cleo's Curious Blog. Which paragraph(s) ...

- 1 give(s) the main events?
- 2 relate(s) comments or theories about the events?
- 3 introduce(s) the setting of the story?

#### Read the blog again and answer the questions.

- 1 Who is/are the main character/characters?
- 2 Where does the story take place?
- 3 When does it happen?
- 4 What are the main events?
- 5 What is the blog writer's coinion about the story?

# 4 Read the WATCH OUT | SKILLS box and find examples of 1-4 in the blog post.

- 1 Descriptive adjectives:
- 2 Modals of deduction and speculation:
- 3 D fferent tenses.
- Adverbs of manner place and time:

# CONTRACTOR DISTRIBUTION OF THE PARTY OF THE

#### Making your writing more interesting

Use a vanety of adverbs (of manner, time and place) and tenses. You can also use a variety of adjectives, including extreme adjectives which carry a stronger. meaning, e.g. huge (very big).

Rewrite the sentences replacing the underlined adjectives with the words from the box and adding the adjectives in brackets.

> ancient delighted exhausted freezing timy unforgettable

- The box, which was very small, looked fascinating. (heavy) The heavy box, which was tiny, looked fascinating
- We were very happy to receive a present. (unexpected)
- 3 When I touched the box, it was very cold. (curous)
- 4 My story about the box is very memorable. (mysterious)
- 5 After these events, we were very tired, (unbelievable)
- 6 The box looked very old, (strange)

### 6 Study the Key Phrases box. Which Key Phrases did Cleo use in her blog post?

#### Key Phrases

#### Linking phrases

#### Ordering events in a story

As we entered the castle, we heard a strange hoise.

When she saw the man, her heart stopped. We heard thunder, and, (soon) afterwards, a storm broke out.

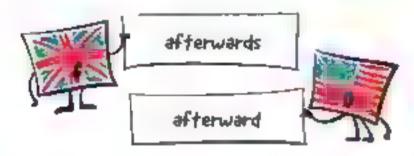
I found it while I was cleaning my desk. After we had bought this painting, strange things started happening.

#### Showing logical relationship

It was freezing in there, so we put on our jackets. I was frightened. I needed to see what was inside, though.

Most news bulletins covered the story, and, as a result, everyone was taiking about it. We warked slowly in order to make as little noise. as possible.

They failed. However they kept trying.



# Read the WATCH OUT box and complete the sentences with afterwards or after

- 1 Wastellass the princess had disappeared. the guards of the castle started complaining about strange noises at night.
- 2 There was a huge crash and the house went dark.
- 3 Let's go to the museum, and we'll have dinner 2 / ^
- 4 They stopped by a cottage and. a short discussion, decided to spend the night there.

#### Afterwards vs after

Afterwards is an adverb and means 'later' After is a preposition/conjunction and must be followed by a noun, e.g. after sunset, after some time, or by a clause, e.g. after she left

# 8 Make Join the sentences using the words in brackets. Make any necessary changes.

- Alex touched the gift, His heart was beating fast, (as).
- 2 One cold dark evening, someone knocked on the door. Lopened et. (so)
- 3 Hooked outside. There was no one there, but a saw a package. (when)
- 4 Lopened the box. I wanted to see what was in it. (order)
- 5 We were looking at the letter. We heard a strange sound. (while)
- 6 The lights had suddenly gone out. We were sitting in the darkness. (result)
- Choose three sentences from exercise 8 and rewrite them using the adverbs from the box or your own ideas.

calmly carefully fast gently loudly quickly slowly suddenly

### 10 🤝 📝 Do the writing task. Follow the steps in the Writing Planner

Usłyszałeś/Usłyszałaś ostatnio bardzo ciekawą historię i chcesz się nią podziejić z innymi. Napisz wpis na biogu. w którym.

- wyjaśnisz, gdzie i kiedy historia miała miejsce,
- przedstawisz osobę/osoby biorace w niej udział.
- opiszesz, co się wydarzyło,
- przedstawisz swoją opinię/teorię na temat tego wydarzenia.

Długość tekstu powinna wynosić od 100 do 150 słów.

Today, I have a bit of my family history to tell you. Last week, I visited my grandma, and she told me this really intriquing story

#### WRITING PLANNER



Think about the story you want to tell. Decide on the place and time it took place (e.g. in the 1980s, in Olsztyn), then think about who the main characters are (e.g. your grandfather's friends) and what happened (e.g. someone disappeared). Form your own opinion about the events and the mystery

#### PREPARE

Make notes and organise them into paragraphs. Next to each bullet point, note down the Key Phrases and other words. you want to use.

#### WRITE

Write your blog post. Use your notes and the Key Phrases.

Read your blog post and answer the questions:

- Have you included and developed all four builet points?
- Is your text within the word limit (100–150 words)?
- Have you checked your blog post for spelling mistakes?

# (I) FAST FINISHERS

Write a short summary (fifty words) of a legend from your country or the area where you live.

# Match the extreme adjectives from the box to adjectives 1-6.

ancient exhausted freezing horrible puzzling thrilling

 1 old
 3 exciting
 5 bad

 2 cold
 4 tired
 5 strange

# 2 A Complete the sentences with the words from the box. There are two extra words.

calmly channel episode plot spreads though thought provoking tiny

- Thanks to social media, news today faster than ever before
- 2 Foctfulness was a # book that made me question a lot of my beliefs.
- 3 The § \*/ Property of this firm follows a typical Cinderelia story a poor hard-working guy and a rich girl fall in love.
- 4 CNN was the first a news television 2 2 2 2
- 5 The letters in the script were so William that I couldn't read them.
- 6 Despite being scared, she #### told us everything was OK.

#### AND THE

3 Write sentences for the pictures. Use past tenses or modal verbs of deduction and speculation.



compose music / suddenly / wind / blow away / sheets



walk / slow / perhaps / exhausted



leave / window open / result / cat / escape



might / the Loch Ness monster



believe / aliens / can / build / pyramid

#### 4 Choose the correct options.

- 1 Seven best-sellers in the last three years? You must be / have been a great storyteller.
- 2 I know I've seen him before. I can't remember where, though / when.
- 3 It's unlikely / likely that you'll win the lottery twice, yet one guy did.
- 4 He was speaking quiet / quietly in order not to frighten the animal.
- 5 They searched the entire jungle and eventually / when found the runs of an ancient structure.





# 

1 X: Why is she crying?

Y'

gap.

- X: Well, that's unlikely, I heard them tacking a moment ago.
  - A She might have had a fight with her boyfriend.
  - B That'll make her laugh.
  - C They hadn't heard from her in a while
- 2 X: What do you think this mystery story is like?

X: I'm not sure I agree. His last book wasn't

- very scary
  - A Oh, I didn't like it very much.

B It's sure to be frightening

- He's not really into mystery or horror
- 3 X: They say NASA might have received a message from aliens.
  - Y' It must be fake news.

X

- A Perhaps we'll find out in the next episode
- B Why couldn't it be true? One day it may happen.
- C Tagree. It seems it has already been decoded.

# Read the text and choose the correct options.



The mystery of the Princes in the Tower is the most mysterious murder story in English history The boys were the sons of King Edward IV, whose death in April 1483 made his oldest son, Edward the king. As Edward Y was only thirteen, he needed on adult to help him, a protector. His mother wanted someone who had been a loval servant to Edward's father but his Uncle Richard got the job instead it's very likely that the ambibous uncle

wasn't fond of his rephew, who stood in his way to the throne Edward V and his younger brother were staying in the Tower of London when, in July 1483, their uncle deciared himself King Richard —, and the boys suddenly disoppeared, cousing a lot of speculation about what had happened to them. This only increased when in 1503, a servant admitted he had talled the princes by the order of Richard III, and afterwards Sir Thomas More wrote a "history" of the disappearance Shakespeare's play written about a century later showing Richard as the murderer didn't help Richard's case either. According to many historians, though, the details are even Henry finally became king in 1485. But instead of immediately searching for the princes, he was silent for about a year which suggests he might have been the murderer or could have known the boys were still alive. He didn't cal. Richard. a murderer until 1486. Also, till the end of his reign, Henry had problems with a man who claimed that he was Edward. V. Henry put him in prison, but never openly said the man. was lying.

In 1674, the skeletons of two children were found in the Tower. The lang, Charles II, had no doubt they were the princes, so they were buried in Westminster Abbey in 1933, the Westminster Abbey archivist L.E. Tannery and an anatomist, W. Wright, examined the bones. They weren't totally positive. but said that perhaps these were the princes. Yet it seems likely that their aim was not to discover the truth behind the bones but to prove they really were the princes' Currently. scientists are composing the DNA at the bones to that at a woman whose great-great-great-great (etc.) grandmother. was the boys' aunt. It might show whose bones they are but it won't show who killed the boys.

- When Edward V became king of England,
  - A he and his uncle liked each other very much.

more carious. There was another ambibous person dreaming. of the thrane - Henry Tudor After fighting against Richard III,

- B some of his servants were disloyal to him.
- Richard was supposed to officially help him.
- D his mother asked his father's servants to protect him.
- 2 Shakespeare's play
  - A was one of the reasons people believe Richard was the murderer
  - B shows Richard had no helpers when he murdered the boys.
  - C was the source of a book written by Sir Thomas
  - D was perhaps based on first-hand knowledge.
- Henry Tudor.
  - A must have known Richard had killed the princes.
  - B knew the princes were still alive when he became king.
  - accused Richard III of murder immediately after. he became the king of England.
  - D might have thought the man in prison really was Edward V
- 4 The text suggests that the 1933 studies of the bones found in 1674
  - A showed that there is no doubt these were the princes.
  - B were rather subjective and unreliable.
  - C heiped scientists doing DNA research find the answers
  - D will be confirmed by the current studies.
- 5 The author of this text
  - A criticises the way historians describe the story of the princes.
  - B shows there are more questions than answers to this story
  - C proves the princes were killed by their ambitious.
  - D tries to uncover the truth about the boys' death.

# MRITING



#### 8 Read the instructions and do the task.

Usłyszałeś/Usłyszataś informację o tajemn czym. wydarzeniu. Zredaguj wpis na blogu, w którym

- opiszesz to wydarzenie
- nie zgodzisz się z przedstawioną teorią na temat tego, co się wydarzyło,
- przedstawisz swoją własną teorię na ten temat,
- zapytasz swoich czytelników o opinię na temat. Twojej teorii i ich zdanie na temat tego wydarzenia.

Długość tekstu powinna wynosić od 100 do 150 słów. Hi, everyone! Exciting story today!

Read the quote and answer the questions. Use the words in the word cloud.

There is always a pleasure in unraveiling a mystery. Elizabeth Gaskell, English writer, 1810–1865)

- How do you understand the quote?
- In books and films mysterious people are exciting. How about in real life?
- What mysteries make life exciting, and what mysteries can be destructive?





Czasowników modalnych: must. might, could oraz can't używamy do wyrażania przypuszczeń domysłów często w oparciu nasze obserwacje, np. It is the only brick house in this street. She must live here.

Wybór konkretnego czasownika modalnego zależy od tego ina lejesteśmy pewni danej informacji.

W zdaniach odnoszących się: do terażniejszości po czasowniku: modalnym występuje bezokołcznik. np. They might be right (Możliwe, že mają rację )

W zdaniach odnoszących się: do przeszłości po czasownsku modalnym występuje bezokolicznik czasu przeszlego "hove + post participle), no. They it ght have been right (Mozliwe, že mieli rację.)

graniczące z pewność ą
Past
It must have rained all night. There are puddles everywhere.
c prawd poddizienstwo
Past
I don't know why she didn't turn up She might have had a lot of work
Past
He was wearing them on the school bus

#### UWAGA.

W zdaniach odnoszących się do przeszłości zamiast con't można użyć couldn't inpi They couldn't have met Dan at the party. They weren't even in town then!

### 3.7 Past tenses past simple, past continuous, past perfect

#### Past simple

 Czas post simple opisuje czynności, które wydarzyły się: w określonym momencie w przesztości lub przerwały. hną czynność np.,

I first met Duncan two years ago.

We were eating breakfast when they arrived.

 Zdania twierdzące w czasie post simple tworzymy. korzystając z tzw. drugiej formy czasownika (w czasownikach regutacnych: końcówka -ed). W zdaniach przeczących występuje didnit, a w pytaniach – did.

Affirmative	Negative
We played some games	They didn't return to England.
She went out	You didn't win the game
Yes No questions	Short answers
Did he call you?	Yes, he did. / No, he didn t
Whi questions	Sobject questions
Where did they go last right?	What made you so sad?

 Okrešienia czasu typowe dla post simple to m.in. yesterday, the day before yesterday, (three days) ago, last (summer) on 24 June, in October in 2020 in May 2002 then when afterwards

#### Past continuous

 Czas post continuous stosujemy do opisu czynności, które. trwaty w określonym momencie w przeszłości. a także czynności stanowiących tło dla innych czynności lub przez inne czynności przerwanych, np.,

Yesterday at 9 pm i was reading in my bed.

They were driving to work the other day when they saw a rombow

He was working on a song when you called.

 Zdania w czasie post continuous tworzymy. wg następującego wzoru: was/were + czasownik z końcówką wy. W zdaniach przeczących występuje wasn't/weren't a w pytaniach was/were,

Athrmative	Negative
I was waiting at home.	It wasn't raining at all.
You were baking a cake	We weren't sleeping then.
Yes No questions	Short answers
Was she riding her bike?	Yes, she was. / No. she wasn t
Were they issening to music?	Yes, they were / No. they weren't
Who questions	Subject questions
	ample of days and a
Why were you chopping the onions?	Who was cooking dinner?

 Określenia czasu typowe dla post continuous to m.in. in the (morning), at (10 am), at that time, then when, while as.

#### Past perfect

- Czas post perfect opisuje czynności, które miały miejsce. przed innymi czynnościami z przeszłości, np. I suddenly realised that I had seem that show before
- Zdania twierdzące w czasie post perfect tworzymy wg następującego wzoru: had + past participle W zdaniach przeczących występuje hodnit la w pytaniach - hod

Affirmative	Negative
We had howhed school by then.	You hade t met him before
Yes Ma que trons	Short answers
Had she won a race?	Yes, she had, / No. she hada t
Who guestions	Subject questions
Where had she met him?	How many people had come to the exhibition?

 Określenia czasu typowe dla post perfect to m.in. by the time by then, ever never already before after

# **KEY WORDS**

KEY WOR	D2		tale thelier	Ateni. Brilaz	opowieść thriller dreszczowiec
	CABURARY 1	MP3 12	tough	1Af	nieustępirwy, hardy
			wolence	364305/	przemoc
ien	/efan/	obcy nesamowity.	_		
mazing	/a megary	wspanialy	V	OCABULARY 2	↑ MP3 16
musing	/amju zig/	Sapawah	brealdast television	/ brekfast tekyram/	telewizja śniadaniowa
ncient	/anjunt/	starożytny	breaking news	a de q	wiadomości z ostatniej
ommit	/ka mit/	popelnić			chwili
urious	/Norius/	osobliwy; cielcawy	channel	/(Janal/	kanat
		(dwiata)	COVER	Flower/	relacionować
elighted	Add Satistic	zachwycony	daily newspaper	A gent utility/budget	gazeta codzienna, dzienn
sappointing	/¿disa pointiny/	rosczarowujący	documentary	dolgo mentan.	film dokumentalny
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# Future goals, plans and aspirations - Life stages



SPEAK Look at the words and phrases in the box. Which do you think will be part of your future? Why?

buy a house get a car get divorced get married go to college/university have children learn to drive leave home leave school pass your exams rent a flat retire start work

KEY WORDS Put the highlighted stages of life in chronological order. Then match the phrases from exercise 1 to the corresponding life stages.

> adolescence · childhood · early adulthood middle age - retirement

3 Do the guiz below.

# WHAT NEXT?

- What would you rather do?
  - Study abroad because it's more interesting even if more expensive
  - Go to a local university or college.
- 2 At university, it's better to
  - get a degree in your preferred field as quickly as possible.
  - b go on an exchange even if it means you'll graduate later
- 3 If you have some spare time, you'll take courses that help you.
  - get your driving licence
  - acquire better people skills to communicate with others. more effectively
- 4 During your university time, the summers should be spent.
  - doing any part-time job that pays well.
  - doing an apprenticeship with a company or institution. that specialises in your field
- 5 As soon as you graduate from university, you plan to
  - settle down because a steady job and your own family. are the key to happiness.
  - b set up your own business.
  - 4 SPEAK Check your scores on page 153 and read your results below. Do you agree with them? Why/Why not?

# More stars 🏚 🧦 🚉

You want to develop in many different directions. You'd like to enjoy yourself, explore the world, and experience different cultures. You want to have friends all over the world and start a family, because people and relationships are the most important thing in your life, both private and professional.

# More moons ( 44 4 4 4

You're a practical person, and it's very important for you to be Independent You want to have money and get the know-how to be on your own, both in your private and professional life. You like to be your own boss, so you'd like to be able to move. out, finish your education and be financially independent as quickly as possible

5 1.32 KEY WORDS R Complete the sentences with the correct forms of the highlighted verbs from exercises 3 and 4. Listen and check.



definitely want to 1/20/2019 my own business one day probably a café or a restaurant 2 financially independent But I believe I should first get a part-time job

an apprenticeship with one as a waiter then 3% of the chain cases and afterwards work for them for a few years to see how the food business works

live in Weilington, New Zealand, in my Ecountry people who didn't get a chance to abroad usually \*200 - 40 the world for

a year after they 1997 A a degree It's only after this journey that we usually consider # ///////// a family and getting a serious job

My parents are maisting that I go to university but want to be a wedding planner and he eve in his profession degrees are not than important I should rather Markette people skills to be able to work well with my clients and provide. them with what they want. The second thing is to organi. ed but again, they don't teach that at school.

- SPEAK Tell your partner about your future plans using vocabulary from this lesson,
- SPEAK Describe the video still and answer the questions.



- 1 Who do you think is a generalist? See the definition on page 156 and check
- Why do you think Storm, who is a computer. animator, needs to be a general st to do her job
- 3 What kind of life experience or knowledge will be useful in your future career?

# €9 FAST FINISHERS

in your future career, you can become a generalist or a specialist. Read the definitions on page 156 again and write two pros and cons for each approach.

# Future continuous - Future perfect

Which of these things will take place in your life over the next ten years? Which won't? Why do you think so?

> graduating from university

getting a job

starting a family

travelling the world

getting your own place

- 2 1.33 Existen to the dialogue and complete the sentences with a month or a number.
  - Mark will be rafting on the first weekend of
  - 2 Joey will have got her degree by
  - 3 Mark won't be thinking about settling down until he's thirty or
  - 4 Angle thinks that Mark won't have had enough fununtly he turns
- 3 Dook at the video still and study the grammar table. Complete the rules with have or be.

#### Key Grammer

#### Future continuous

We use the future continuous to talk about actions that will be in progress at a specific time in the future.

will be entertaining distant relatives that weekend.

Form: will/won't + 1/1/1/1/1/1 + ing form.

Time expressions: at five a clack, on 5 February in January. In five years' time, this/next week/month/year (at) this time next week.

I won't be thinking about settling down at twenty-three

Will you be studying tomorrow at 7 pm?
Yes, I will, I No. I won't

Where will she be living in 10 years' time?

#### Future perfect

We use the future perfect to talk about actions that will be completed before a specific time in the future. She will have got her degree by then.

Form: will/won't + 3% / / //// + post porticiple

Time expressions: by five a'clock/5 February/2030/ (the end of) next year by the time (subject + verb), by the age of eighteen.

He will have got his driving licence by 5 May

I won't have started a family by then.

Will you have had enough fun by then?
Yes, I will. / No, I won't

How much money will they have spent by the end of their holiday?

Grammar Reference \* 68 Irregular verbs \* 154-155

- 4 Complete the sentences with the correct forms of the verbs in brackets.
  - 1 (he / study) at university in three years' time?
  - 2 By six o'clock this evening. I (not finish) dinner
  - 3 At seven o'clock tomorrow morning, 1 222 22 22 (have) breakfast.
  - 4 By the age of twenty, we (graduate) from high school:
- 5 Complete the sentences with your own ideas.
  Use the future continuous.
  - 1 At 8:30 tomorrow morning, I
  - 2 In May, I
  - 3 This time next week, I
  - 4 In ten years' time. I
- 6 Complete the sentences about yourself
  Use the future perfect.

By the age of twenty three.

- 1 | William State (leave) home
- 2 | 1/1/. ////////////// (finish) studying.
- 3 | 4/2///////////// (find) a job.
- 4 | 4/1/1/1/1//////// (rent) a flat.
- 5 I (travel) abroad.
- 7 Rewrite the sentences using the future continuous or future perfect.
  - The teacher will correct our exams on Monday By Tuesday, the teacher //www.
  - 2 My brother has his first driving lesson tomorrow from 9:00 to 10:00.

At 9:30 tomorrow, my brother

- 3 Will we become legal adults when we are eighteen?
  by the age of twenty?
- 4 We aren't doing work experience next week.
  On Wednesday next week, we
- 8 SPEAK What will you be doing in the summer holidays? What will you have done by the end of this week?

### **O** FAST FINISHERS

Imagine yourself at the age of forty. What will you have achieved? What will/won't you be doing? Write six sentences.



### A formal conversation

### SPEAK Answer the questions.

- Have you ever had a formal interview. or an oral exam?
- 2 What did they ask you? Were you nervous?
- 1.34 Listen and answer the questions.



- 1 When does Bea's course begin?
- 2 Where has Bea been learning Spanish up to now?
- 3 Does she have any certificates in Spanish?
- 4 Has she ever been to Spain?
- 3 M Complete the sentences with the words from the box. Then study the Key Phrases box and check your answers.

best for forward pleased time too 2 I'll do my ///////// to help you. 3 OK, that's all decided now.

4 We're looking White to meeting you soon. 5 Thanks for your

4 1.34 Listen to the dialogue again. Which Key Phrases did you hear?

#### A formal conversation

Pleased to meet you.

Pleased to meet you too!

Thank you for inviting me

I'd like to ask you for some information/a few questions

Of course. I'll do my best to help you.

What would you like to know?

I'm/We're looking forward to seeing/meeting you ...

Thanks for your time.

It was nice meeting you.

(Just) Let me know if you need anything else/any more nformation.

### S Rewrite the sentences using the words in brackets and the Key Phrases.

- 1 I want to know something about you. (information)
- Of course I'll help you. (best).
- 3 I can't wait to meet you. (forward)
- I'm glad we talked. (time)
- 5 Cali me if you want anything, (let / anything else).

- 6 Complete the mini-dialogues using the Key Phrases, Then practise the dialogues in pairs.
  - X: Hello, I'm Gill. Pleased 1912/1/1914/1/ you.
  - Y: Hello, thank you " I will will be me to this interview.
  - X: Now I'd like to ask 19 / / / gome information about your education so far.

  - X: Thanks for your time. We're looking forward you here in the summer
  - Y: Thank you. It was \* YOU.
- Read the instructions and do the task. Then change roles and do the task again.

Uczeń A W związku z planowanym wyjazdem do USA na roczna wymiane uczniowska, bierzesz udział w rozmowie kwarfikacyjnej w biurze organizującym to wydarzenie. Porusz w rozmowie następujące kwestie:

powody, dla ktorych chcesz wyiechać

przebieg Twojej dotychczasowej nauki języka angietskiego.

poziom znajomości języka angiełskiego oraz zdobyte certyfixaty

doświadczenie w samodzielnym podróżowaniu

#### Rozmowę rozpoczyna uczeń A

Uczeń B Jesteś pracownikiem biura organizującego: uczniowskie wymiany z USA. Rozmawiasz z osobą, która chce wyjechać na taką wymianę (uczeń A). W zależności od tego, jak potoczy się rozmowa porusz wszystkie lub wybrane kwestie:

- poproś ucznia A o dokładniejsze objaśnienie jakiejš kwestu
- zapytaj o powody, dla których wybrat/wybrała
- zapytaj: gdzie, jak długo i w jaki sposób uczył/ uczyła się języka anglelskiego,
- wyraż watpliwość, czy uczeń A poradzi sobie samodzielnie przez rok w obcym kraju.

#### **FAST FINISHERS**

Imagine you are going to take a language course abroad. Make a list of five questions you would like to ask the language school before you leave home.

Find out what exchange programmes are available in English-speaking countries for Polish high school students. Which one would you like to go on? Why?

# Reading

### An article about laws regarding teenagers



SPEAK S Complete the questions with the words from the box. Answer the questions.

> election government heads minister politicians president queen

#### DO YOU KNOW ...

- the system of !... in the US and UK? Which one has a prime 1 and a king or 1 war and which one a 4/2/2/202? Do you know their names?
- of state of the titles and names of the <sup>1</sup> any other English-speaking countries?
- the date of the next presidential 6 n your country?
- the names of leading? in your country?
- SPEAK Look up the meaning of the phrases from the box. Which can a person your age do legally in your country? Which have you done?

dye your hair get a part-time job get your driving Ircence have your ears pierced ride a moped - travel independently

- Scan the text on page 59. How many expressions from exercise 2 can you find? What other activities are mentioned?
- 4 1.35 A Read the article and match sentences A F to gaps 1 6 in the text. Then listen and check your answers.
  - A And if you can t wait to be your own boss. at sixteen you can also set up your own business!
  - B However, evidence shows that sixteen. and seventeen-year-olds are more likely to vote than those aged over eighteen.
  - C Every second of every day, three people around the world receive a life-saving blood transfusion.
  - D And you only need to wait until you're seventeen. to take your test in Ireland, Austria and the UK.
  - E However, you must be over eighteen to make more permanent changes.
  - F Most commercial phots start work in their twenties. but 19-year-old Luke Elsworth Is one of Britain's youngest.
- Read the WATCH OUT | SKILLS box and find three places in the text where the writer gives examples. Which of the phrases in the box are not used?

# WATCH OUT ISKILLS

Recognising examples

Sometimes examples appear at the beginning of a sentence: For example, ... For instance, ... Sometimes they are introduced in the middle of a sentence: like, such as, including, e.g. ( for example).

- Answer the questions. Use expressions for giving examples and information from the text.
  - In which countries can you vote at the age. of socteen?
  - 2 Where can you get a learner's driving icence before you're fifteen?
  - 3 Where can you be a blood donor at the age. of seventeen?
  - 4 What must all young people in the UK do until the age of eighteen?
  - 5 How can young people in Britain change the r appearance at the age of sixteen?
- KEY WORDS | Match the highlighted words and phrases from the text to definitions 1-6.
  - documents on which you mark which candidate. you choose in an election
  - 2 illegal (two expressions)
  - 3 reach the age when you are legally an adult.
  - 4 govern a country
  - 5 permission given by parents
  - 6 formally choose who will become e.g. a president
- 8 📝 Complete the sentences with information from the text. Use the words in brackets.
  - 1 In the UAE, you 1/11/11/1/2 (vote) until 1/11/1/11/1/
  - 2 In most countries with presidential systems you if you want (run / must country).
  - 3 You need (permission) to ride in many countries.
  - 4 Donating blood saves lives, but in most countries, such as Canada, it (against / law) if you're 2/1/1/1/1/1. 14.
  - 5 In the UK, you can dye your hair before you. (come / age), but you can't
  - 6 In Scotland, you can get your a find (ballot) and vote after % 4 11 sixteen.
- SPEAK Decide what you think should be the legal age to do the things below. Give reasons.



- represent yourself at court
- have a bank account
- sell things online
- decide about your health and body (both medical and cosmetic procedures)

# FAST FINISHERS

Make a list of five things you would like to be able to do legally at your age.



Compare the legal ages for topics mentioned in the text with your country. What can you do earlier? What do you have to wait longer for?

# AND PERSONAL PROPERTY OF

Although you don't come of age in most countries until you're eighteen, it's surprising what teens CAN do around the world. Have a look at our list and let us know what you think!



If you're about to turn sixteen in Austria, Brazil or Scotland, then you'l be receiving your first ballot papers soon in most other countries, though, you can't take part in elections until you're eighteen. But if you live in the United Arab Emirates, you'l have to wait until you're twenty-five!



Operate vehicles

Did you know that you can fly a glider before you can drive a car? For instance, in Britain you can fly solo at fourteen with your parents' permission, and at sixteen without. But don't get your hopes up.

it's **prohibited** to fly a plane with an engine until you're over eighteen! 2 // Although you can ride a moped (with **parental permission**) at the age of fifteen in many countries, you probably won't have started driving by then, But in some American states many young people will already have obtained their learner's licence by their fifteenth birthday! 3



De a politician

If voting and giving someone else the job of running the country is not enough for you because you want to do it yourself, you'l, have to wait a bit longer To become a head of state, e.g. a president, usually you need to wart till you've turned thirty-five or more. Unless you're the first-born of a lang or queen – they can become heads of state at any age, even if they're just a child. The current king of Toro in Uganda, Oyo, became a monarch when he was three (but, growing up, he still had to go to schoo like any other teenager)

GLOSSARY blood donor krwtodawca. operate a vehicle – prowadzić pojazd pint pół kwarty (0,57 litra)



Give blood

Did you know that donating one pint of blood can save up to three lives? \* In some countries, I ke Japon, Canada and Britain, you can give blood at the age of seventeen. If you start then, imagine how many lives you will have saved by the time you're thirty!



Even if you won't be working full-time for another few years, it's not against the law to get a part-time job while you're studying in most countries. In Britain, you can leave school at sixteen, although you must continue with some kind of education (e.g. an apprenticeship or part-time vacational course) until the age of eighteen. 5



Chonge your 'look'

Teens in Britain can dye their hair without permission at the age of sixteen. Legally sixteen-year-olds can also make changes such as having their ears pierced \* 🕸 Always think carefully before doing anything you might regret

Any surprises? Let us know! When can you do these things in YOUA country?

\*But remember – even though you can do something without your parents' permission, it's always better to tell them what you're up to! , )

Did you know?

\*American scientist Alia Sabur didn't wait in do things at the usual times: She got a black belt in tackwords at the age of nine, started university when  ${}^{\parallel}$ ithe was ten, and became live world's youngest professor at the age of eighteen $\mathbb{N}$ 

# Professional career • Choice of profession • Part time jobs



SPEAK Match four of the jobs from the box to pictures A-D. Then choose two jobs that you would like and two jobs that you would not like to do.

babysitter charity worker checkout assistant/shop assistant delivery boy/girl fruit picker lifeguard pet sitter summer camp supervisor—tour guide waiter/waitress



- 2 Scan texts A C in exercise 3. Where do you expect to find each of them? Who wrote them and to whom?
- KEY WORDS Read texts A C and match some of the highlighted words and phrases to definitions 1 8.
- A Ready for a full-time job? Our company is looking for office workers!

Learn many transferable skills that could be useful in your future career. whatever it will be

Acquire any qualifications you lack while actually doing the job! Cand dates please contact the university career centre

В ATTENTION, STUDENTS LOOKING FOR TEMPORARY JOBS!

Not sure what you want to do for a living but need some money? Come to the career centre! Witting to work long hours? Not afraid of manual work? You'd rather work weekends or late shifts? We've got something for you! Not sure what to pick?

We offer career advice and help students find vocational courses that match their interests.

#### c Why become a Freelancer?

PROS: \* work flexitime - I decide when to work and when to rest

- varied assignments forget repetitive office work
- + sometimes well-paid
- CONS: breaks between assignments can be challenging

- 4 🗥 1.36 📝 Listen to two students talking about their plans. Who plans to do these things, Ben (B) or Alice (A)?
  - 1 apply for a vocational course
  - 2 do a degree
  - 3 get a part-time job 4
  - 4 go to university
  - 5 explore the world
  - 6 write a CV
- Complete the questionnaire with some of the highlighted words from exercise 3. Some letters are given.

Still undecided what you want to do for ? Need career advice? Consider the questions below.

- Are you Looking for a 2% 'op or a permanent, 3 full-42. 2 one?
- What's better for you \* with fixed working hours? or regular 5s 4
- Are you good at m 💯 💯 🕯 ework requiring skill. or physical strength?
- Do the freedom and risks of being a <sup>7</sup>/<sub>2</sub> r <sup>2</sup>/<sub>2</sub> r <sup>2</sup>/<sub>2</sub> . sound excribing or scary to you?
- Would you rather have a well—a job (e.g. lawyer) or a rewarding one (e.g. norsery teacher)?
- Do you have any <sup>9</sup> q DT M 1/2 m 1/2 1/2 1/2 1/2 1/2 sko.ls? Do you know what jobs they would be useful for?
- SPEAK Answer the questions from exercise 5. Can you suggest a job for your partner?

# FAST FINISHERS

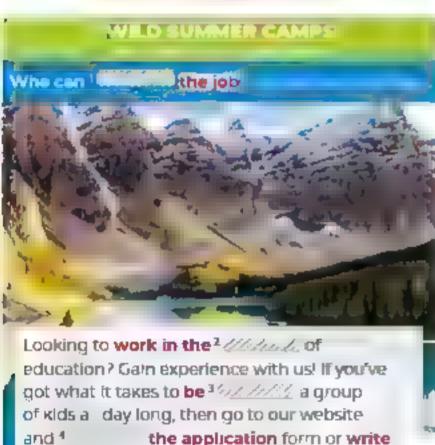
Look at the vocabulary from this lesson. and make a list of adjectives describing jobs. Which of them describe your ideal job? What kind of job could it be?

- 1 get knowledge or skills needed for a job
- 2 do something as a job
- 3 someone who doesn't have a job at one company, but offers their services to many
- 4 requiring you to do the same things again and again
- 5 the period of work time in a workplace where some people work during the day and others during the night
- 6 which lasts for a short period of time
- 7 skills that can be used in many different jobs.
- 8 classes teaching skills needed for a particular job.

# A job interview

- SPEAK Answer the questions.
  - 1 What steps do people take to look for a job?
  - 2 What advice would you give to someone who. is going for a job interview?
- 2 KEY WORDS Complete the Job advert with the highlighted phrases below.

apply for - do - earn - experience - field fill out . In charge of . provide



the application form or write a CV and send it to our office. We'll be asking. you to 3/1/1/1/1/ references later

Professional 6 welcome but not a must 7 your wages while having fun!

We're also looking for young energetic people. voluntary work at our day camps a lover the States,

- 3 Read the WATCH OUT box and complete the sentences with wage or salary.
  - Do you know the average monthly. of a doctor in your country?
  - 2 A pet sitter's average 6 4 > 26 in the US is \$15 an hour, although professionals charge much more.



wage vs salary

Both wage and salary mean money you earn, but we use them for different situations. Wage depends on how many hours a week/month you work, and salary is a fixed amount you get every month or year.

4 Marking Imagine you applied for the job advertised in exercise 2. What questions could they ask you at the job interview?

- 5 1.37 Listen to a job interview and check your answers to exercise 4. Then choose the correct options.
  - 1 Leo is careful / patient / msensitive
  - 2 This job is a chance for him to get money / experience / qualifications.
  - 3 At this point, Leo is a quairfied babysitter / lifeguard / social worker
  - 4 Leo knows a bit about medical treatment / history / practising sports with kids.
  - 5 At the camp, he'll be working with kids around six / eleven / fifteen years of age.



- 6 1.37 S Listen again and complete the sentences with up to four words.
  - Leo wants this job mainly because in the future he would like
  - 2 Leo has been building his CV for
  - 3 Leo will be both a professional when the camp begins.
  - 4 Leo is usually on good terms with
  - 5 At the camp. Leo will be responsible for
  - 6 The staff from the local youth club for Leo.
- 7 STEAK Role-play the job interview. Then change roles and do the task again.

Student A Interview your partner for the job from exercise 2. You can use the guestions from the recording or your own questions from exercise 4 Student B Answer A's questions and try to be a better. candidate than Leo.

# FAST FINISHERS

Imagine you are going away for a week and need a pet sitter. Write some questions to ask candidates for this job.



Find out how to make a good impression at a job interview (e.g. how to dress, behave and talk). Prepare a list of dos and don'ts.

# Future modals - Future time clauses

### SPEAK Answer the questions.

- 1 What do you like about the area where you live?
- 2 Is there anything you would like to change about it?
- 2 Read the text and answer the questions.

#### Dear Amy

Sorry for the silence, the voluntary work is exciting but time-consuming. If all goes well, we'll be able to get free calendars for all residents showing rubbish pick-up dates. This way they won't need to call the waste facility to find out. We were also trying to get free public transport for all students, but "we won't be able to get that. We'll need to find a compromise. Maybe just for under-14-year-oids? Our new project is to convince the authorities to renovate the old city gates, but "I we have to do a lot of research about their history first. Anyway, it's great to shape the world around you, and the city mayor says i'll probably be working full-time for the council when I finish school. I'll call you as soon as I have a minute!

Sent

- 1 What projects did Karen get involved in?
- 2 Where did they succeed and where not fully?
- 3 Why does she need to do research?
- 3 Look at the video still and study the grammar table. Complete the rules with a-c from exercise 2.

#### Key Grammat

#### Future modais

The future form of modals be oble to/have to/need to is formed using will—like with any other verb. Two modals, can and must—do not have a future form. They are replaced with future forms of other modals: can is replaced with be oble to, e.g., 1222, 2222, must is replaced with have to, e.g., 1222, 2222, must is

	Present	Future
Ability or possibility	can/can't (not) be able to	will/won't be able to
Obligation and necessity	must / have to need to	will have to will need to
No obligation or necessity	don't have to	won't have to



Grammar Reference \*68

#### 4 Correct the sentences. Which ones are true for you?

- 1 We won't can leave school until we're eighteen.
- 2 I will must take a test if I want to ride a moped
- 3 I won't needing to retake my exams in September
- 4. I will to need to buy a new Eng ish book next year.
- 5 We will can speak English fluently in the future

# 5 1.38 Q Listen and repeat the sentences. Pay attention to how to is pronounced.

- 1 You'll have to go for an interview.
- 2 You won't have to send a CV
- 3 Will I have to pass a test?
- 6 Study the grammar table and complete the rules with future tenses or present simple.

#### Key Grammar

#### **Future time clauses**

We use 'fill immediately after the time expressions when as soon as and until

We use 2 In the other part of the sentence.

(if be working full-time for the council when I finish school.
(if call you as soon as I have a minute.)

I won't be thinking about setting down until I'm thirty

# 7 Complete the sentences with the correct forms of the verbs in brackets.

- 1 1/2/3/2/3/2 (learn) to drive as soon as
- 2 When you & And And (get) home tonight | Manual Manual (sleep), so please be quiet
- 4 As soon as my brother 42/2022 (finish) his exams, we 42/2020/20 (go) on holiday
- 5 1 422 22 12 (think) about you until we will will (meet) again!

#### Choose the correct options.

- 1 As a freelancer you will not have to / mustn't work shifts
- 2 Please send us your reference letters as soon as you can / will be able to.
- 3 If you get an A in this quiz, you won't need to / must do the extra assignments.
- 4 I will get married when I will meet / meet the right person.
- 5 She won't buy a car until she finds / will find a job
- 6 With this salary, I won't be able to / can renovate my flat for another three years.

#### (1) FAST FINISHERS

Make a list of five things you will not be able to do until you turn eighteen and five things you will be able to do when you get a job. Then write sentences using future modals and future time clauses.

# Grammar and vocabulary practice

# 1 SPEAK Are the statements true (T) or false (F)? Give reasons for your answers.

- 1 Adolescence is the best time to settle down. T/F
- 2 As a retired teacher, she has plenty of professional experience in education.
- 3 Being a politician involves manual work.
  T / F

T/F

4 Freelancing is a great way to study abroad. T/F

#### 2 Choose the odd word out.

- 1 go to college / on an exchange / for an apprenticeship
- 2 acquire skills / salary / qualifications
- 3 repetitive / full-time / ballot job
- 4 start work / permission / a family
- 5 challenging / people / transferable skills
- 6 take / pass / make a driving test

# 3 📚 📝 Translate into English.

- I'm so excited! This time next week, (bede jechać na wymiane) to Austria.
- 2 Are you looking for and the larger no pelen etat)?
- 3 I'm turning sixteen this October, so I (nie bede mogla głosować) in the elections.
- 4 Driving a car without a licence \*\*\*/////
  (jest niezgodne z prawem).
- If It is a series of the se
- 6 If you want to get a degree, you {bedziesz musioł odbyć proktyki} this summer.
- 7 \*\*//////// (Jak tylko zdam) my driving test, I'll get my own car

# 4 💝 📝 Choose the correct options.

- X. We only here adults. When do you come of age?
   Y.
  - A I do that all the time.
  - B. Oh, I'll be turning eighteen next month,
  - C I don't. But I have parental permission.
- 2 X: I'm filling out this complicated application.
  I've heard you've done it before.

٧٠ ...

- X. Thanks a lot.
  - A I won't be able to do this.
  - B Yes, I have. And 'Il have to fill it out again soon.
  - C That's correct. I'll do my best to help.
- 3 X: Hello, do you need career advice?

Y: ....

- X; Well, you've come to the right place.
  - A Yes. I'm not sure what I want to do for a Rying.
  - B No, I think I'll be working as a firefighter.
  - C It was nice meeting you.

### 

- His ambition is to our country one day
  - I m training hard, so I think I will be able to a marathon next year
- 2 I don't think he'll ever // married
  This apprenticeship will allow me to
  the know-how needed in this field.
- 3 I'm 4. A read forward to seeing you next week. Why are you 4. A read at me with surprise?
- 4 I like to sleep in the morning, so I usually work the afternoon In the future, office work might from

company offices to working from home

# 6 Complete the sentences so that they are true for you.

- 1 When I'm financially independent, I'll be
- 3 By the time I'm tharty I will have 4 1/1/1/1/1.
- 4 I think freelancing as a career choice is
- 5 This summer I will finally be able to
- 7 SPEAK Compare your sentences from exercise 6 with your partner and give reasons for your answers.

#### #PRAINTEASER

The average person sleeps for about eight hours a night – one third of a 24-hour day! If you sleep for eight hours every night for the rest of your life how many years will you have slept for by the age of ninety-nine?



# **O** FAST FINISHERS

Choose five phrases from exercise 2 and use them to write sentences about yourself.

Find examples of transferable skills. Why are they important? What jobs could they be useful for?



RESEARCH

# A formal letter of application

#### A Dear Mr Brown,

Billiam writing in response to the advertisement about environmental projects. I have seen on your-website. I am interested in doing voluntary work so I would like. to apply for a position in one of the projects you offer. Also, I would be grateful if you could. 🥌 send me some additional information

E Firstly, let me provide some information about myself. am currently studying and scape. architecture at university las it is my dream to make the world a greener place. These been hvo yed in various environmental projects since primary school, and I was the head of the Green. Earth society at my high school, so I have both some theoretical knowledge and the know-how that could be useful in such projects.

F As for my questions, the advertisement mentions that the projects are in the UK Could you te I me where exactly the projects are located and whether it is possible to choose a location?

G Secondly, I would like to know when the projects begin I will be doing my end of-year exams. hispring and will not be able to travel until the end of June. H. Finally, regarding. the accommodation I was wondering if the volunteers can choose where to stay I would like. to use this opportunity to get to know British culture more closely, and i believe the best way. to do it would be to stay with a family

- Many thanks for your help. Hook forward to hearing from you.
- Yours sincerely,

Sam Johnson

### SPEAK Answer the questions.

- Have you ever had a summer tob or done voluntary work? When and where was it?
- 2 What summer job or voluntary work would you. ke to do? Why?
- SPEAK Look at the advertisements. Which job would you like to apply for? Why?



#### APPLY FOR THE BEST SUMMER JOB IN THE WORLD!

Students 14+ wanted as summer camp supervisors. Share your language and culture help with activities and environmental projects, and stay at a great place for free! Interested? Reply to Imelda Green at green@fabsummer.pam



Voluntary work on environmental. projects in the UK Free food and accommodation (camping, shared domitones or oca homestay) Some grants are available to cover travel costs.

- 3 Read Sam's letter of application. Which advertisement did Sam reply to?
- 4 📑 Read Sam's letter again and match parts A-J to descriptions 1-10.
  - standard phrase to end a letter.
  - 2 standard phrase to say you need information.
  - 3 opening greeting for formal letters and emails
  - 4 closing greeting for formal letters and emails
  - 5 introducing a request for information.
  - 6 second request for information
  - 7 third request for information.
  - B reason for writing
  - 9 standard phrase to introduce yourse f
  - 10 standard phrase to say you want to work for the company
- Study the Key Phrases box and rewrite the sentences using more formal phrases.
  - 1 I'm writing to answer your ad.
  - 2 I want to do voluntary work.
  - 3 It would be nice if you could send me more information.
  - 4 Firstly, the ad says I can choose the location.
  - 5 I'm waiting for your reply
  - 6 About a place to stay, I'd like to know how you. choose the families.
  - 7 Best, John Sparrow
  - 8 Now, I have some guestions, your advert says you're located in Wales.

#### **Control Promounts**

A formal letter of application

#### Beginning a formal letter

Dear Sir or Madam,

Dear Mr/Ms Brown,

#### Giving the purpose of writing

I am writing in response to

I am interested in doing

I am writing to apply for

I would like to apply for

#### Giving information

Firstly, let me provide some information about ...

I thought you would like to know that

#### Asking for information

As for my questions, the advert mentions ...

Regarding (the accommodation).

I would be grateful if you could

I would appreciate it if you could

#### Ending a formal letter

Hook forward to hearing from you.

Yours sincerely, / Yours faithfully / Regards,

#### MWATCH OUT

Yours faithfully vs Yours sincerely

Dear Sir or Madam ⇒ Yours faithfully Dear Mr/Ms ... ⇒ Yours sincerely

- 6 Read the WATCH OUT box below and choose the correct answers in rules 1 3.
  - The word order in Indirect questions is: the same as / different from direct questions.
  - 2 We use / don't use do, does or did in indirect. questions.
  - 3 When the direct question doesn't start with a question word (Wh- or How), we use either if/do or whether in the indirect question,

#### 

Indirect questions

We use indirect questions when we want to be more polite or formal.

Direct questions:

Indirect questions:

When do the projects

I would like to know when the projects begin.

begin?

l was wondering if we can

Can we choose where we stav?

choose where we stay.

Find two more Indirect questions in Sam's letter. What would the direct questions be?

#### Change the direct questions into indirect questions.

- Is the accommodation free? I would like to know 🐔
- 2 When does the job start? Could you tell me 2 ----
- 3 Will I have to send my CV? I would also like to know & Common Co
- 4 What are the activities? I was wondering "Interest in the Interest in the

# 9 Oo the writing task. Follow the steps in the Writing Planner.

Znalazieś/Znataziaś ogłoszenie o pracy wakacyjne, dla uczniów i studentow. W odpowiedzi na nie napisz list formalny na 200–250 słów, w którym przedstawisz siebie jako właściwego kandydata/ właściwą kandydatkę na to stanowisko. Opisz swoje zainteresowania i doświadczenie oraz poproś o dodatkowe informacje dotyczące obowiązków i zakwaterowania.

#### WRITING PLANNER.



Think about the land of summer job you would like to do (e.g. fruit picking, pet sitting, heiping at a restaurant or in a shop). Make notes about your interests and any relevant experience (e.g. helping your parents or neighbours) Make a fist of things you could ask about regarding the duties and accommodation (e.g. working hours, accommodation, wages)

#### PREPARE

Write a plan for your letter, use the model letter. on page 64 to help you.

#### WRITE

Write your letter. Use your notes and the Key. Phrases. Remember to use formal language and the correct phrases to start and end your letter.

#### CHECK

Read your letter and answer the questions

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your letter for spelling. mistakes?

#### FAST FINISHERS

Imagine you are considering replying to Imelda Green's advert in exercise 2. Make a list of questions to ask about the job. Then change them into indirect questions.

Complete the text with the correct words formed from the words in the box. There are two extra words.

> challenge govern manual profession regard retire transfer qualify

Many older people are afraid that as soon as they reach age they will be asked to leave the company and be replaced with younger workers. While this does happen it's a bod strategy and the should prevent such situations. People who have worked for the company for years have a lot of experience that cannot be replaced with theoretical knowledge. True the use of modern technologies in business, young people might have more technical and skills. However, when it comes to tasks that involve many aspects of the company's business, nothing can beat years of experience so such workers should be valued.

# 2 Inscramble the words to complete the sentences.

- 1 I will be from university and looking for a job next year. UGDANATIGR
- 3 Most parents agree that
  is a difficult time as teenagers need a lot of
  attention and empathy. FCEDSALENOC
- 4 In order to participate in presidential

  in Poland, you need to be over eighteen. SOTILEECN
- 6 I'm interested in doing a(n) with your company this summer NIPIPAPSHERETC

EXX TEX

#### 3 Correct the mistakes in the sentences.

- We will doing job interviews next week, and I hope we will find a perfect candidate.
- 2 You will must do a vocational course if you want to work as a gardener here.
- 3 Fortunately Mia will needn't to work shifts we're open from 2 pm to 11 pm.
- 4 Will your sister has got a degree by her twenty-fifth birthday?
- 5 I'd like to know will I work long hours.
- 6 You won't be fully financially independent until you won't get a well-paid job.

# 4 📝 Translate into English.

- 1 (Nie będę pracować) between 12 and 15 July because my sister is getting married then.

- 4 Jake won't call you was transported to the (dopoki nie skończy) his biology project.
- 5 Students who get over 95 percent on this assignment (and a second of the final test.) (nie będą musieli pisoć) the final test.

# 000000000

- 5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.
  - 1 My best friend will explore the world as soon as (she / finish / university).

  - 3 I wonder ( Juli / (Dad / get / annoyed) me for selling his old bike.
  - 4 I'm sure i ((set up / own) business by the time i'm thety.
  - 5 He (can / not / teach) at my school last year | I know at the teachers there.
  - 6 (you / be / pay) me the salary Lasked for?

# 6 Choose the correct paraphrase,

- I am writing to answer your advert in The Times.
  - A in response to
  - B to appreciate
  - C because I'm grateful for
- 2 I'm sure he works for the government.
  - A It might be his work
  - B He must work
  - C He is able to work
- 3 Ian went to study abroad three years ago, and he is enjoying it very much.
  - A has been studying abroad for three years
  - B might have studied abroad three years ago
  - C had studied abroad for three years
- 4 I changed jobs because my boss was annoying me.
  - A was very challenging
  - B was making me nervous
  - C was getting on my nerves
- 5 I don't think that with her qualifications she will get a well-paid job.
  - A It can't be B It's unrikely C I wonder whether

# 7 . Listen and match speakers 1-4 to statements A-E. There is one extra statement,

#### Which speaker

A mentions	previous	ехрепелсе	that	might	be	useful?
------------	----------	-----------	------	-------	----	---------

B suggests that this is a life-changing moment for many people?

C changed their mind about the degree they want?

D is giving advice on how to become financially independent?

E says they're different from their peers?

# 8 Dook at the photos and do the task.

Po zakończeniu roku szkolnego pianujesz podjąć pracę wakacyjną. Masz do wyboru trzy oferty pracy

- Wybierz tę ofertę, która będzie dla Ciebie najbardziej odpowiednia, i uzasadnij swoj wybór
- Wyjaśnij dłaczego odrzucasz pozostałe propozycje.

# LOCAL ANIMAL SHELTERS are looking for paid VOLUNTEERS to help TAKE CARE of their cats and dogs







- 1 Do you think it's better for teenagers to enjoy their summer holiday or to find a summer job? Why?
- 2 What do you think makes a job rewarding?

Look back at the photo on page 54. Imagine someone posted it and the quote below on social media as a comment on teens' attitude to work. Write your own comment to this post.

Use the words in the word cloud.

Developing a good work ethic is key Apply yourself at whatever you do, whether you're a janitor or taking your first summer job because that work ethic will be reflected in everything you do in life

Tyler Perry
American actor, writer
director and producer, born 1969





### 4.2 Future continuous • Future perfect

#### **Future continuous**

Czas future continuous stosujemy, mówiąc o czynnościach, które będą trwać w określonym momencie w przyszłości inp. This time tomorrow. I will be taking my driving theory test. Odmiana czasowników w czasie future continuous: will + be + czasownik z końcówką -ing. Forma tego czasu, podobnie jak czasu future simple, jest jednakowa dla wszystkich osób.

Affirmative	Negative
I/You/He/She/It/We/They will be working at 3 pm.	I/You/He/She/It/We/They won't be looking for a job in December
Yes/No questions	Short answers
Will I/you/he/she/it/we/they be living here in ten years' time?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won it.

Określenia czasu typowe dla future continuous to m.m. at (six a'clock), on (15 May), in (August), in (two) years' time, this (month) next (year) this time next (week).

#### Future perfect

Czasu future perfect używamy do opisu czynności, które zakończą się przed określonym momentem w przyszłości, np. They will have started the presentation before we get there-Odmiana czasowników w czasie future perfect: will + have + post participle. Forma tego czasu, podobnie jak czasu future. simple, jest jednakowa dla wszystkich osób.

Affirmative	Negative
t/You/He/She/It/We/They will have built a house by the age of hity.	I/You/He/She/It/We/They won t have got a degree by the end of next year.
Yes/No questions	Short answers
Will L/you/he/she/it/we/they have written three pages by	Yes, I/you/he/she/it/we/they will.
noon?	No. I/you/he/she/it/we/they won L.

Określenia czasu typowe dla future perfect to m.in.: by (two o'clock), by (15 July), by (2050), by (the end of) next (year), by the time (subject + verb), by the age of (thirty)

#### 4.7 Future modals • Future time clauses

#### Future modals

Modal verb	Future form	Meaning	Example
can('t, (not) be able to	will/won't be able to	(brak) umiejętriości lub możliwości	She will be able to help you prepare for the job interview I won't be able to participate in the conference
must	will have to	wewnętrzny przymus zrobienia czegoś. obowiązujące zasady	You'll have to switch off your mobiles.
have to		zewnętrzny nakaz zrobienia czegoś	They'll have to finish the project on Sunday
don't have to	won't have to	brak obowiązku wykonania danej czynności	We wont have to take part in the workshop
(don't) need to	will/won't need to	konieczność wykonania danej czynności (lub jej brak)	You'v need to answer a few questions first

#### Future time clauses

Future time clauses (zdania okolicznikowe czasu przyszlego) często zawierają wyrazenia: when (kiedy) los soon os (jak tylko). oraz antii (do czasu, gdy), po których występuje czas present simple, np.,

I'll cook dinner when you get home.

We'll go on holiday as soon as you firesh school.

They won't leave until it stops rawing.

#### UWAGA!

Kiedy chcemy podkreślić, że jakaś czynność będzie musiała się zakończyć, zanim inna czynność będzie miała miejsce po: when, as soon as oraz until używamy czasu present perfect, np.,

We'll watch a film when I've washed up.

You'll be able to have some cake when you've finished your dinner

He won't be pleased with himself until he's won a tournament.

Extra Grammar Practice P 148

#### KEY WORDS

#### VOCABULARY 1 MP3 22

acquire people skills /a lovana picpal sidt/

adolescence be financially independent childhood

consider customer service do an apprenticeship. early adulthood explore the world field generalist

æda'lesans/ /bi/a\_næn/all ,inch pendent/ / (Jaid hod/ Akan side/ / kastama sacres/ du an a'prentijo/ / sch a dalt.hod/ Ak,spb, de waskly Zhriel.

get a degree

get the know-how get your driving licence

go ön än ekchange graduate

middle age

part-time job

profession provide retirement business settle dawn.

set up your own specialist start a family study abroad wedding planner

against the law

ballot papers

come of age

government

head of state moped

parental permission

dye

election

elider

pierce

politician

presidential

prohibited

vote

run a country

orime munister.

F eliquinamental

got ackgood / get de neo,hao/

/ get ja charvin Nanaud. / gas on an its tjendy/ /'grædjuet/

Amedal auto-/ pock tarm doub/

/pra felativ fore veid. /r/taramant/ / set Abjar, aunbones/ /setal dates/ / spealist/ / skort a "Termali/ Votend's invite \ / wedin \_plæna/

d eó teneg e

bælat pepaz,

kvm av eidty

- Harten

0.11 0

/paymental paymen/

mapped,

/ pole blen/

/ prezidenjal/

/preo hibrod/

/mo a "kvotni/"

appare mester

/post/

READING -- () MPS 23

nabyć umejętność

kontaktu z ludżine wiek dowzewania być niezaleznym finansowo dzieciństwo rozważyć obsługa klienta odbywać praktyke wczesna dorosłość zwiedzać świat dziedzina osoba, która posiada szerolo zakres umejętności i wiedzy

obzymać stopień naukowy zdobyć praktyczna wiedzę uzyskać prawo jazdy

pojechać na wymianę ukończyć szłude lub studia wiek średni praca na pól etatu lub w niepełnym wymarze godzin zawód zaopatrywać GREAT VILLE załozyć swoją firmę

ustationnot sie specjalista założyć rodzinę. studiować za granicą organizator ślubów

niezgodny z prawem

karty do głosowania

farbowac

szybowiec

motorower

przektuwać

prezydencki

ministrow

rzadzić krajem.

glosować

polityk

wybory

osiągnąć pełnoletność

rządy rząd, rządzenie

pozwolenie rodziców

premier prezes rady

zabroniony, zakazany

głowa panstwa

manual work nuisary office worker permanent repebling rewarding shift. bereporary job transferable skills vocational course well-paid work flexitane

work long hours

/manipal /wate/ / narsanz a plies waska/ pa mananil, An petatry/ Arrivo diga /6/7/ Champagagi elepha /trains famabal slatz-Area, keylanya "kanu/ well pend-

/write for acea/

41 1

/bim tfa:ds ev/

/ du volatitati Warlo

praca frzyczna ztobek pracownik biurowy triwaly, staly monatorny dający satystakcję **ETTERNO** praca tymczasowa uniwersalne umiejętności. szkolenie zawodowe dobrze platny mieć elastyczne godziny pracy długo pracować

apply for a job be in charge of build a CV do voluntary work cam

fill out an application of it att at application/

fored amount good impression job interview potential candidate professional professional екрепенсе provide references qualmed

salary social worker volunteer

Wages work in a field write a CV

files a macmb/ grad on prejan/

/pa terial kændidati 'pre tejanal ereinage 🛊 /prayad refaransu/ 31 517

/selat/ / saplat wedter r volanitos

/wexhar/ / wark malifold/ /jata st, Vt/

ubiegać się o prace być odpowiedzialnym za budować ČV pracować jako wolontanusz zarabiać, zdobywać, zyskawać wypełnić formularz zgłoszeniowy stala ilość dobre wrażenie goard o ewornzon potencjalny kandydat. profesjonalista, fachowiec doswiadczenie zawodowe dotączyć referencje wykwalifikowany. nadający się pensja pracownik socjalny wotentariusz ochotnik, pracować/zgłaszać się na ochotnika ptaca godzinowa

**GRAMMAR 2 ™** MPS 26

city council city mayor compromise involved renovate waste facility

such karonsaur sub mea/ /kompramaz/ /miyolydy Francisco Cont. Fweez fa silds.

rada miejska burmistrz kompromis gaangażowany odnowić odrestaurować zaktad utylizacji odpadów

pracować w dziedzinie

napisać CV

USE OF ENGLISH 

career choice dream job hare turn eighteen

accommodation

case this quarter , drizn dgob/ Thurs. A face on POW wybor scieżki zawodowej wymarzona praca zatrudnić skończyć 18 lat.

assignment. career

acquire quairfications /a/nyme involth imfant/ /a sammettl/ Ata hav

Awestr

challenging / Uzelindan/ do sth for a living / ckc ,sam@s; far a livey/ fixed bucat. /Whitesa/ freelancer full-time job / follow doub/

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WRITING- A MP3 28 re koma dellanz

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REVISION 6 6 MPS 29

employment janetor reflect work ethic

zatrudnienie WOZITY odzwierciedlad etyka pracy



### The environment · Protecting the planet



Match the verbs from box A to the nouns. from box B to make phrases. Can any of the verbs go with other nouns you know that are connected to the environment?

give up look after plant recycle reduce the environment plastic pollution trees waste water

- 2 SPEAK Look at the activities from exercise 1 and answer the questions.
  - 1 Which do you do to help the environment?
  - 2 Which can people in your school do?
  - 3 Which should the government do more about?
- 3 SPEAK Look at photos A-H. Which show problems? Which show eco-friendly solutions?



Recycle gadgets

- Ban plastic bags DO
  - Protect endangered species
  - Plant trees
  - Make everyone use renewable energy
  - Build wind farms and increase the use of solar power
  - Find out about global warming and climate change.
- DON'T Cut down trees and destroy forests think of deforestation when you waste paper
  - Poliute rivers, seas and oceans.
  - Use pesticides they should be banned
  - Throw away old clothes -- mend them instead! If you don't need them, give them to charity
  - Send rubbish to landfills recycle, reuse. and repurpose things as much as possible.
  - 4 KEY WORDS P Check the meaning of the highlighted words from exercise 3. Then match the advice in the poster to photos A. H. Would you add anything to the poster?

- Match some of the highlighted words from the poster in exercise 3 to definitions 1-9. Which exist or are used in your country?
  - the process of removing trees from an area of land.
  - 2 the slow increase in the temperature of the Earth.
  - 3 types of animals or plants that may soon become. extinct
  - 4 the changes that are thought to affect the world's weather
  - 5 forms of energy that use natural processes e.g. wind
  - 6 chemicals used for killing insects
  - places with turbines to produce energy from the wind
  - 8 energy from sunlight
  - a large hole in the ground where waste is buried.
- 6 A 2.01 Complete the sentences with the correct verbs. Then listen to a street interview. Does Kamil agree or disagree with the statements? What do you think?
  - clothes It's too much work. 1 It's OK to to mend them.
  - 2 It's a good idea to 22/2000 things, for example make old clothes into a bag.
  - 3 It's not young people's job to endangered species.
  - 4 The government should make sure companies. don't fill fill rivers and seas with chemicals and other waste.
  - 5 When people 4/4/4/////////// forests, it can cause serious problems.
  - 6 It's impossible to Walled plastic bags. People will always use them.
- SPEAK Describe the video still and answer the questions.



- 1 Why is the child waiking with such a too?
- 2 Look at the picture and the words environment and 'community'. How are they connected?
- 3 Is your local or school community doing anything to look after the local environment? What else could they do?

# FAST FINISHERS

Design a dos and don'ts poster that would help. take care of your local environment.

# The passive

SPEAK Look at the labels. What do they mean? is information like this important to you? Why/ Why not?

made in Poland

made from recycled materials

handmade

- 2 2.02 Listen to a school announcement. Which sentences did you hear?
  - New waste bins were set up in the hallways.
  - b The bins aren't marked with colours and symbols.
  - c Have instructions been posted around the school?
  - d Classrooms are being equipped with huge recycling bins
  - All the bins are going to be exchanged.
  - f The recycling needs to be done by you!
  - We are opening a tree farm to replace the park that had been destroyed to clear the area before our school was built.
  - h The bricks and stones weren't being cleared away. from the courtyard last year.
  - We hope that our school will be awarded a 'Green. School' certificate by the city council.
- 3 Real Look at the video still and study the grammar table. Complete the table with examples a- i from exercise 2.

#### Key Grammar

#### The passive

We often use the passive when the focus is on the action. when we don't know who performed the action or when this information is not important.

Form: the correct tense of be + (not) + past participle + (by).

- present simple passive b
- 2 past simple passive
- 3 future passive with will (hopes/predictions).
- 4 future passive with be going to (plans)
- 5 present continuous passive
- 6 past continuous passive
- 7 present perfect passive
- 8 past perfect passive
- passive with modal verbs



Grammar Reference \$84

- 4 3 Complete the sentences with the correct passive forms of the verbs in brackets.
  - 1 Where will the clothes be sent? (will / send)
  - 2 25/2/2 (the materials 2/4/2 (going to / improve)?
  - 3 My jacket 2/ . . . . . . . . (will / have to / mend) in time for the party
  - 4 22222 the invitations to the clothes swap (had / send) before the place for it \$22.24 (book)?
  - 5 So far, this new technology Wilderstate (has / introduce) in over twenty companies.
  - 6 Renewable energy 2 4 4 4 (use) more and more to power our households
- Complete the text with the correct passive forms of the verbs in brackets.



4Ocean is a company that makes bracelets from rubbish in our oceans. It 1/2/1/1/1/ (start by two surfers, Andrew Cooper and Alex Schulze, in 2017, when they saw that something 1/2////// Ineed / do] about the rubbish on the beach and in the sea. Since the beginning, the bracelets, which 3 (LEALAND) (make, from rubbish from the ocean and recycled) iself to raise money to: auding more rubbish out of the water. Today the company set's many different. products. It has over 150 staff, and more people 3/1////// (employ) in the future. At the moment, a pion \* (develop) to make sure 40cean's products get recycled not thrown back in the water that they ? A. . . . . Ifish out of before they were turned into accessories. 4Ocean hopes that in the future, the fished out rubbish \* 2/2/2/2 iself to industry for repurposing

- 6 Property Rewrite the sentences in the passive.
  - He isn't going to repair the TV The TV isn't going to be repaired.
  - We won't reuse these newspapers.
  - 3 They were cutting down lots of trees
  - 4 The government hadn't stopped water pollution ın time
  - 5 People should use more renewable energy
  - 6 You don't need to wash plastics before you throw them into a recycling bin.
- SPEAK Do you think Ideas like 4Ocean encourage people to care more for the environment? Why/Why not?

# FAST FINISHERS

What ecological changes have been introduced. in your school/city/country lately? Write six sentences using the passive.

### Comparing and contrasting

- What do you take into account when buying something new?
- 2 A 2.03 Listen to the dialogue. Did Laura and Marta. mention any of your ideas from exercise 1?



Complete the dialogue with the words from the box.

also as better less one than

Laura I need a new ceil phone. Do you know if there are any eco-friendly ones?

Marta Let's see ... These two are more eco-friendly than most phones.

Laura Why's that?

Marta Well, this one creates 1/1/1/1/1/1/1/1/ waste. The case is made of recycled plastic, and it's easy to repair.

Laura That's great! So it lasts longer 29/25/21/1/// most phones. What about the other one?

Marta It also uses recycled materials, but you can't repair

Laura What about quality? Are other smartphones better than these two?

Marta I'd say they're 3/2/2 2 2/4 good as most smartphones. The camera on this one is great. It lets you take amazing photos, even at night

Laura Sounds good.

Marta How much are you thinking of spending?

Marta I'd get the second \$124222224, then. Not only is it green, but it's \*\* It will a great deal.

4 Study the Key Phrases box and check your answers to exercise 3.

#### Comparing and contrasting

It s/They're (greener) than ...

It s/They re more/less (eco-friendly) than most phones.

It creates more/less pollution.

What about the other one?

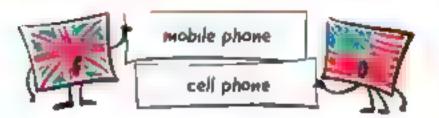
It's/They're (not) as (useful/expensive) as (that one/those ones).

Are other phones better than these two?

The (cheaper), the (better).

I'd get the second one.

Not only is it (eco-friendly), but it's also (a great deal).



- Translate into English. Use the Key Phrases. Then practise the dialogue in pairs.
  - minierszy, tym lepszył.
  - Y: Then how about this one? 2 (On jest me tylko dobre) jakości), but it s also inexpensive.
  - X: 1/2 / / / / / / (A ten drugi)? On the same shelf? It's a bit bigger, but I think it would fit.
  - Y: 40. 1 to 11 on 16 (On nie jest tak tani, jak tamten). But the picture is better quality.
  - X: Are other TVs \$124 fulfilles as a (bardne) przyrażne środowisku od tych dwóch)?
  - Y. No, not really. To save more energy you d have to pay much more
  - X: Then I think 6 (wzielabym ten drugi).
- Look at the photos and do the task.

Rozważasz kupno jednego z dwóch piecaków przedstawionych na zdjęciach, Porównaj je i powiedz, który z nich wybierasz. Uzasadni, swój wybór i wyjaśnij, dlaczego odrzucasz drugą propozycję.



#### €35

### WE CARE ASOUT THE ENVIRONMENT •

- 100% recycled materials
- no chemical dyes
- two-year guarantee



## only €18

#### **OUR LATEST LINE**

- modern design
- lots of practical pockets
- Listen to your partner. Answer the guestions.
  - Did your partner choose the same backpack. as you?
  - 2 Did they use arguments you didn't think of?
  - 3 Which Key Phrases did they use?

### ← ○ FAST FINISHERS

Imagine you need to buy some hair or skin. care products. Write a short dialogue with a shop assistant, discussing your options.

### An article about the fashion industry and the environment

1 Section 2 Write as many words and expressions as you can related to the environment. Then look at the heading of the article on page 75. Which of your words do you think will be in the article?

climate change, renewable energy,



Match some of the words from the box to pictures 1-6. Scan the article and find more words connected with clothes and accessories. Which of them would suit you?

baggy trousers casual shirt denim jacket gloves hoodie leggings ripped jeans sunglasses



3 Read the article quickly and choose the correct option.

#### The article is about

- 1 the best way to organise your wardrobe.
- 2 how your clothes choices could benefit. the environment.
- 3 eco-friendly fashion designers and producers.

### 4 2.04 Read the article again and choose the correct options.

- The title suggests that
  - having fashionable clothes is bad for the environment
  - b there is a link between what's in our. wardrobes and the environment.
- 2 The first paragraph suggests that
  - a the number of items of clothing we have is important.
  - b the contents of our wardrobe do not affect. the environment much.
- 3 The last paragraph recommends readers to
  - talk to other people about their clothes.
  - b do something about the contents of their own wardrobe
- 4 Look for any repeated words or phrases. The main message of the text is:
  - To help the environment, we need to reduce the amount of ciothes we have, and a capsule wardrobe is a good way to do this.
  - b In order to protect the environment, everyone should buy fewer pairs of leans, recycle their ciothes and use more accessories.

5 Read the article again and complete. the summary.

### Your Clothes and the Environment

Everyone knows we should save endangered species. yet we don't usually think of limiting the amount of clothes we own as something that could help 1

But we're wrong. Clothes production uses a lot of resources For instance, cotton for one pair of jeans needs lots of water. and pesticides to grow, and then harmful chemicals are used to ?

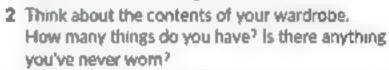
Thirty-two loles of CO. 3 while making just one pair. Also, we produce more clothes than we need. In America, three Olympic swimming pools \* Additional College with clothes that people give away every hour. The situation in the UK is similar, and although a lot of that ends up recycled on donated to chanty, millions of items will be simply That a why you should challenge yourself to own a capsule wardrobe - only \* clothing. They mix and match them as much as you can.



- KEY WORDS Match the highlighted words and phrases in the text to definitions 1 -8.
  - causing damage or problems
  - 2 making goods in big quantities in a factory
  - 3 not desired or no longer desired.
  - 4 damaged so much that it's armost unusable.
  - 5 small things that you wear with clothes as decoration
  - 6 an important product that people use regularly.
  - 7 chemical or natural substances that add colour. to fabrics
  - 8 a branch of the economy that produces clothes

### **SPEAK** Answer the questions.





3 Which ten items of clothing would you definitely keep if you wanted to create a capsule wardrobe?

### FAST FINISHERS

Imagine your school is organising a recycling. project. Come up with three ways to repurpose something that normally ends up in rubbish bins into something useful or decorative.

# Could your wardrobe help save the planet?

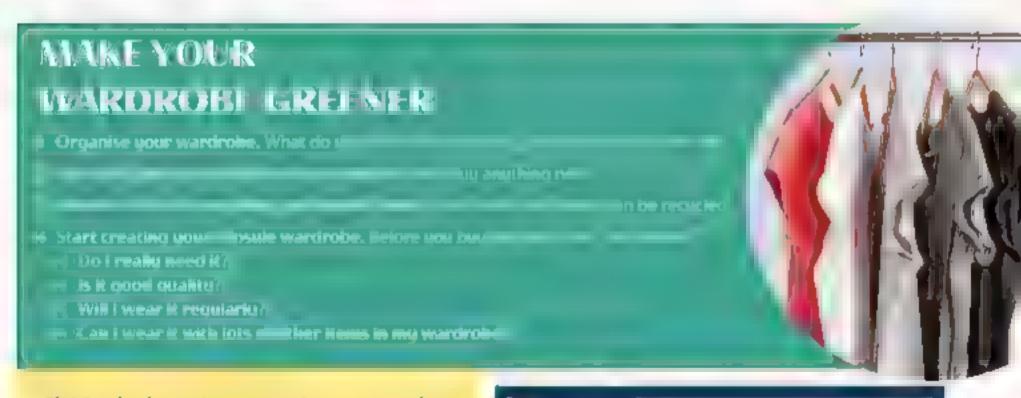
ow many clothes do you own? 20 items? 50? 100? When we think of protecting the environment, we usually think of things like saving endangered species, using renewable energy or reducing deforestation. We don't think about how many clothes we have. Here's why we should.

The fashlon industry is one of the most harmful industries to the planet. Huge amounts of energy and natural resources are used to produce clothes Consider a pair of jeans. Around 15,000 litres of water were used to grow the cotton for them, over 300 grams of pesticides were used on the cotton, and chemicals were used for dyes that colour the material Manufacturing the jeans produced 32 kilos of carbon dioxide, as much as driving 125 kilometres. Add to that the energy that was used to transport and self them. Mult ply those figures for each item you have and you start to see the size of the problem

That's not all—fashion produces a lot of waste. Worldwide, 100 billion new pieces of dothing are produced every year, but each item is worn 30% less than in the past. Enough unwanted clothes, some guite worn out but some brand new, are collected every • hour in America to full three Olympic swimming pools! In the UK alone, experts predict that 680 million items of clothing will be thrown away next spring. Some will be given to charity or recycled, but an astonishing 235 million items will end up in landfill.



ut we all want to look good too! A capsule wardrobe could be the answer samply put, it's having a small number of clothes and using them to make as many different outfits as possible. For example, each pair of trausers should go with lots of different tops. Use accessories, such as belts, scarves or jewellery, to odd variety to each outfit. For a true capsule wardrobe, the limit is 37 items - could you do it? Try! Nothing is going to be done about the environment problem unless we all take action. We can each start with our wardrobet



Tip! Try the three rule: one casual, one smart and one in-between for each 'staple for example, jeans or pairs. of shoes.

### Natural disasters · Ecological threats

### 1 SPEAK Answer the questions.

1 Which of the following is a problem in your country? Why?

air quality air/water pollution floods forest fires hurricanes illegal fishing/hunting oil spills rising sea levels amog tornadoes toxic waste tsunamis

- 2 Which do you consider the biggest ecological problem of our planet? Why?
- 2 KEY WORDS Match the highlighted words to pictures 1-6.

avalanche - blizzard - drought - earthquake melting ice caps - volcanic eruption









- 3 KEY WORDS Match 1—8 and a—h to make collocations. Can you give any examples of numbers 2, 4 and 5?
  - 1 acid
- a effect
- 2 extinct
- b emissions
- 3 greenhouse
- c fuel
- 4 fossil
  5 natural
- d species
- 6 nuclear
- e habitat
- 7 CO.
- f layer g rain
- 8 ozone
- h accident/disaster
- 4 2.05 Listen to an eco-activist and check your answers to exercise 3. What examples of numbers 2, 4 and 5 were given?
- 5 Complete the text with words from exercises 1-3.

# 6 Complete the texts with words and phrases from exercises 1–3.

### THREATS TO ANIMALS

Not only air and water pollution horm animals. The side-affects of the "g and the changing weather include huge "d and forest fires. These destroy not only animals themselves but also their natural "h so that even those which survive have less space to live Add to that illegal "f (think about that when you buy fish or seafood) and hunting, which threaten to put a lot of animals on the "a species 1st, and you see that we need to start protecting our animals

### RING OF FIRE

This is the rickname of the seismic belt on the Pacific Ocean where about 8 1% of the world's expectance occur. These, combined with volcanic 2 expectation occur. These, combined with volcanic 2 expectation of just above the water level but also underwater, make this area quite dangerous to live in. It a volcano erupts underwater, it causes 1 expectation of the waves which destroy everything near the sea

COZ



### 7 SPEAK Answer the questions.

- How are people in your country educated about the ecological problems mentioned in this lesson?
- 2 Does education in your country make people care about the environment? Why/Why not?
- 3 What are some effective ways of getting people to lead greener lives?

### **O FAST FINISHERS**

The last text in exercise 6 mentions eating local food. Write down the products you eat regularly and mark the ones you should be eating less of. How ecological is your diet? How could it be made greener?



# WATER

We cannot live without water, and yet we don't seem to care about it. Huge oil <sup>1</sup> \_\_\_\_\_\_ on the sea surface polute the water lating birds and fish.

2 waste from factories all over the world goes straight into our rivers and from there to the seas and accord. Add to that <sup>3</sup> rain, and soon clean, drinkable water might be the most expensive thing an the planet.

But water can also cause problems Because of global warming, ice 4 are 5 and, consequently the sea levels are 6 threatening coastal areas. Heavy rains cause 7 that destroy villages and crops.

In winter rain is replaced by snow which is nice but 8 cause total paralysis of transport. Also in the mountains, 9 can be a huge threat to both people and animals.

### A radio programme about an environmental campaign

What materials do you know? Make a list. metal, silver, gold, wool, cotton,

of the highlighted words. Try to guess which complete the text. Then listen and check.

> aluminium · bamboo · brick · cardboard concrete - denim - foam - Iron - leather nylon · polystyrene · rock/stone · rubber sand · steel



### Keep your plastic out of the oceani

Marine pollution is a huge problem. There are 18,000 pieces of plastic litter per square kilometre of our oceans and every year 100,000 turtles, do phins, whales, seals and other marine animals. are killed by it. Over 80% of turtles are affected by marine rubbish.

### HOW LONG DOES IT TAKE RUBBISH TO BREAK DOWN AT SEA?

- 1/1/1/1// boxes, 3 months 5 years
- Plastic bags, 10–20 years
- 2 thittell shoes 25-40 years
- 3/22.7/2/2 cups, 50 years.
- 4/2/...// cans. 200 years.
- Pastic pottles, 450 years
- 5 Land Mrz fishing nets; over 600 years.
- Glass bottles: 1,000,000 years

When these things do break down, they can be eaten by fish - and then we eat the fish

#### Stop marine pollution NOW!

- 3 What do you have or see around you that is made of the highlighted materials in exercise 2?
- 4 Read the WATCH OUT box and rewrite the sentences using the nouns as adjectives.
  - My jacket is made of leather. It's a leather jacket.
  - These tins are made of aiuminium.
  - 3 The sculpture is made of stone.
  - 4 The nets are made of nylon.
  - 5 The cushion is made of foam.



### Nouns as adjectives

Some nouns can be used as adjectives. This often happens with names of materials, e.g. This bag is made of plastic, (noun). It's a plastic bag. (noun as an adjective)

- 5 A 2.07 M Listen to the radio programme. Are the statements true (T) or false (F)? Correct the false statements.
  - In the past, people thought it would T/F be necessary to recycle plastic.
  - 2 People put more than eight million tonnes. T/F of plastic in the oceans each year
  - 3 Carolina Sevilla used Instagram to begin T/F a beach clean-up campaign.
  - 4 Photos of beach clean-ups are only sent to Carolina by people from Costa Rica. T/F
  - 5 You have to do your beach clean-up at a specific time every month. T/F
  - 6 The majority of Instagram users T/F are aged thirteen to thirty.



- 6 1 2.07 Listen again and answer the questions.
  - How is plastic different from other recyclable. materials?
  - 2 Why is 9% stressed so much by the presenter?
  - 3 How have our sdeas about plastic changed over. the years?
  - 4 What seems to be the presenter's attitude to people on boats?
  - 5 Why was it important for the campaign that Carolina shared other people's photos?
  - 6 Why were young people a good target for the campaign?
  - 7 What do the presenters suggest to the listeners at the end of the programme?
- What do you think of Carolina's campaign? What could you do about marine pollution?

### FAST FINISHERS

Use your opinion from exercise 7 to write a short. comment you could post on Carolina's Instagram profile.

Find other ecological initiatives started by ordinary people. Pick one and prepare a short presentation convincing other students to join it.

### have/get something done

SPEAK Which of these things do you do yourself, and which do other people do for you?

> change the locks - cut the grass - mend clothes paint the walls repair your bike, phone

- 2 2.08 P Listen to the dialogue and decide If statements a-c are true (T) or false (F). Then listen again and answer questions d-f.
  - Frank wasn't having his hair dyed when he saw Jess tast week.

T/F

b Jess's dad got the new roof designed. by a specialist company.

T/F

3

company

Jess's mum must have all her plants replanted. T / F.

My dad has actually (have / all of the power installations / remove).

new installations / design) by a smart-home

4 1 2.09 Complete the sentences with

Dad Server Control of the Control of

the correct forms of the words in brackets. Use have/get something done. Then listen and check,

(have / them /

- d Why has Jess's dad had all of the power. nstaliations removed?
- 1 ... / / / / / / / / / (have / my hair / cut).
- Will Jess get a vegetable garden planted?
- 5 Choose the correct options.

We 😤 🗸 🕜

install) right now

- f What does Jess's mum have delivered to their home?
- 1 They got pine trees planted / planted pine trees around their house.
- Look at the video still and study the grammar table. Then add examples from exercise 2 to the table.
- 2 Martha has dyed her hair / has her hair dyed once. a month.

### Key Gramman

3 I must get turned my prom dress / must get my prom dress turned into a cocktan dress before your

have/get samething done

wedding. 4 He is cooking his meals / is having his meals cooked

Have/get samething done is used when we ask, pay or order someone to do something for us. We don't do the action. ourseives.

by a famous chef 5 We are going to get serviced our car / get our car serviced at the garage before we leave.

We're going to have them put back in.

6 Rewrite the sentences using have/get something done.

Will you have solar panels fitted?

 Someone is going to repair my TV for me. m going to 1/15/15/11/11/11/11/11/19/19/5/1/

Form: have/get in the correct tense + object + past participle of the verb describing the action.

> 2 The dustmen haven't picked up the recycling yet. 10 1 1/1 11/1

We have the grass cut every week.

3 The gardener will cut down half of their trees for them. They (Called Marie Marie)

My neighbour got all her locks changed. You really must have your hair cut, 'b , 3 I didn't have the garden replanted after all.

Ord you have your house cleaned?

4 The government needed to here a company to clean up the coastline.

Dad hasn t got the car repaired yet, 3/1/2

The government \*

Yes, I did, / No I didn t Are you getting your nails done at the moment?

5 Someone was turning the plastic bags into raw plastic for the company. The company and Processing and the second

Yes, I am. / No. I'm not

SPEAK Play Twenty Questions. Student A think of an object. Student B - ask questions using the passive and have/get something done to guess what it is.

Yes, she will. / No, she won't.

is it made of cardboard/wool? Can you have it delivered?

How often do you have your car washed? When will you have your new car delivered? \$ 444. \*

# got it repaired five years ago.

### FAST FINISHERS

Think about what you and your family get done/ repaired/arranged for you. Write five sentences using have/get something done in various tenses.

Grammar Reference \*84 Irregular verbs \*154-155

### Grammar and vocabulary practice

### SPEAK Answer the questions.

- 1 What materials are the things you use on a daily basis made of?
- 2 What is going to happen to them when you don't need them anymore?

### 2 Choose the correct options.

- I don't understand how some people still don't believe in the greenhouse / warming effect.
- 2 Voicanic explosions / eruptions are dangerous, but they are a beautiful sight
- 3 The dodo is a typical example of a(n) extinct / dead
- 4 More and more people are turning to sun / solar power
- S Acid / Fossil fuels such as coal should be replaced by more ecological ones as soon as possible.
- 6 Oil spills / spots kill a lot of marine animals.

#### 3 Correct the mistakes in the sentences.

- 1 Are others cars you sell equally ecological?
- 2 Raising sea levers threaten historic cities like Amsterdam and Venice.
- 3 Not only is wind power ecological, and it's also cheap.
- 4 The old landfill is been converted into a ski slope right now.
- 5 Do you know how to melt old clothes?
- 6 Please note that from now on bio waste will be taking away every Monday
- 4 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.
  - You need under three hours to get to the national park, LESS

You need to get to the national park.

2 My sister had worn this dress a few times before she gave it to me. BEEN

This dress my sister a few times before she gave it to me.

3 Someone has installed solar panels on our roof recently HAD

We 🔗 💉 🦿 on our roof recently.

4 If we plant more trees in the cities, it will be cooler in the summer THE

in the cities, the cooler

ft will be in the summer

5 You can ask them to defiver it to your home. DELIVERED

You to your home

6 Plant dyes are more ecological than chemical ones.
AS

5 Complete the text with the correct words formed from the words in the box. There are two extra words.

break danger ecological emit harm new pollute want

comprehension deforestation education emission pollution suspicion







### #PRAINTEASER

Some pieces of coal and a scarf were found on the ground. They weren't put on the ground, but they weren't dropped What were the things used for land why were they on the ground?



### FAST FINISHERS

Write a short text about an object you own. When and where was it produced? From what materials? How is it used, and what is going to happen to it later?

WITE

A blog post about a green product

### MY GREEN INSPIRATION

By Greenour

Each week I write about someone or something that's helping. the environment. This week I've been finding out all about the amazing bamboo bikes.

- 1 Bamboo bikes have been around since 1896. Only the frame is made of bamboo. They're a great choice if you care about the environment, plus there are some top-class ones.
- Bamboo bikes are really eco-friendly unlike traditional ones. Bamboo grows. really fast (some species can grow 4 cm an hour!) It can be grown anywhere. without pesticides as well! There is no deforestation. Once a year, you cut off what you need, and the plant keeps growing.
- As well as being lighter than most metal bikes, they're smooth to ride. because the bamboo frame is flexible. While testing one I hit a hole in the ground, but I hardly noticed it. Bamboo is very tough, too.
- 4 You can get pretty much any type you want mountain, racing, hybrid ., or design your own one: There are lots of websites selling kits that contain everything you need. Some companies even run workshops to help you.
- 5 At the moment, they're only sold online, but that could change in the future. So, bamboo bikes are definitely the way to go!

Next week, I'll be writing about sunglasses. Join me then!



- SPEAK Look at the picture and the caption. Do you think bamboo bikes are a good idea? What do you think makes them eco-friendly?
- Read the blog post about bamboo bikes. Does the blogger think they are a good idea? How do you know?
- Read the blog post again. Match questions a-e to paragraphs 1-5.
  - a Why are they good for the environment?
  - b Where can you get them?
  - c What other advantages are there?
  - d What exactly are they?
  - e What types can you have?
- 4 Read the WATCH OUT | 5KILLS box and match sentences 1-5 to sentences with a similar meaning In the blog. Why are the sentences in the text more appropriate for a blog?
  - Bamboo bikes are definitely the best option.
  - 2 It is possible to obtain many different types. of bicycle, such as a mountain bike, racing bike or a hybrid bike.
  - 3 There are many websites that sell complete kits for building bamboo bicycles.
  - 4 Next week, I am going to write about sunglasses.
  - 5 In addition, it can be grown anywhere without pesticides.

### CONTRACTOR OF STREET

Writing a blog

A blog is usually written in an informal style. When writing a blog, you should:

- use short paragraphs to make it easy to read;
- use style-appropriate punctuation, e.g. contractions, exclamations marks;
- talk directly to the reader using a friendly tone, colloquial language and idioms,
- use informal connectors (e.g. and, too, also) to link your (deas.

### Key Phrases

#### informal linking phrases

#### Joining ideas

They are tough as well as eco-friendly

It can be grown anywhere without pesticides as well

They're a great choice if you care about the environment, plus there are some top-class ones.

Bamboo doesn't need special soil, and it also doesn't cause deforestation.

You can get pretty much any type you want or design your own one.

#### Contrasting ideas

Either you can buy a ready-made one, or you can build your own one

Bamboo might seem delicate, but it is very tough. Bamboo bikes are really eco-friendly, unlike traditional ones.

While metal decomposes over decades, bamboo needs a maximum of only a few years

- 5 Real Complete the sentences with some of the Key Phrases from the Key Phrases box.
  - 1 The bixes are not expensive, % // / ast a long time
  - 2 824 5444. Z lasting a long time, the bikes are not expensive.
  - 3 The bixes are not expensive, and they last a long. time whitelibliana.
  - 4 The bakes are not expensive, and they last a long time
  - 5 You can either buy the bikes online in a shop.
  - 4 not 6 You can buy the bikes online, 8 200 in a shop.
- 6 M Look at the No plastic! fact file. Then rewrite sentences 1-6 using the words in brackets. Write three more sentences using too, but and also.



- The frames in these sunglasses are made from wood
- Wood from old skateboards is used to make the frames.
- The wood is strong and flexible. The sunglasses. are very light.
- It allows us to repurpose old skateboards. Otherwise they would be thrown away
- They're available in different styles. If you normally wear glasses, you can get prescription ones.
- If you break the glass, it can be replaced.
- If you throw the frames away, they don't harm the environment. No plastic is used.
- Each pair is unique.
- Skateboard wood is very strong. It's flexible. (as well as)
- 2 You don't need to use plastic. You don't need to use much metal. (or)
- 3 We need to repurpose old skateboards. They will be thrown away. (either, or)
- 4 The frame is made of wood, so it's eco-friendly There are some great designs. (plus)
- 5 The frames are made of wood. Most glasses frames. aren't. (unlike)
- 6 The sungiasses look cool. No trees were cut down. to make them. (also)

### 7 Do the writing task. Follow the steps. in the Writing Planner

Kuprieš/Kupitaš produkt reidamowany jako wyjątkowo. ekologiczny. Zredaguj wpis na biogu, w którym

- opiszesz ten produkt,
- wyjaśnisz, na czym polega jego ekologiczność
- przedstawisz swoją opinię na temat tego produktu,
- zarekomendujesz go lub nie i poprosisz czyte n ków. o ich opinie na ten temat.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, everyone. Since we all need to be eco-friendly today, t decided to buy products that are as eco-friendly as possible

### WRITING PLANNER.



TH NK

Decide which product/idea you want to blog about (e.g. a shampoo, a detergent, clothes, shoes, a reusable bottle, a recycled paper notebook). Research how it's produced and from what. kinds of materials. Check how ecological the packaging is.

PREPARE

Write a plan for your post. Use the model blog post on page 80 to help you. Next to each bullet point, note down the Key Phrases and other words. you want to use

#### WRITE

Write your blog post. Use your notes and the Key Phrases.

#### CHECK

Read your blog post and answer the questions.

- Have you included and developed at four bullet.
- Is your test within the word limit (100–150 words)?
- Have you checked your big post for spelling mistakes?

### (1) FAST FINISHERS

Write a few comments under Greengirl's blog. post about various aspects of bamboo bikes. Try to present both sceptical and enthusiastic opinions.

Find out what eco-friendly materials can replace traditional ones in our everyday use of products. Would you be willing to use them instead of regular ones? Why/Why not?

### CCAMBRAIL

### Unscramble the words to complete the sentences.

- Due to prolonged lack of rain, we're expenencing. a huge 2/2 / / / / / this year HURTGOD
- 2 One way to W. A. L. an old sweater is to make a priow out of it. ESPEORRUP
- 3 Do you like my 4// //// All these clothes are second-hand. FUTIOT
- 4 Dropping in the street is against the law. TILETR
- 5 If you have a choice between a piastic bag and a ? \*\* / / box, choose the box, because it's greener, DRADRAOCB
- 6 Ragbag is a company that collects used plastic bags and turns them into which would, such as styrish bags and pouches. SECISACEROS

### 2 Complete the sentences with the correct prepositions.

- Not just the government, but every one of us. needs to look 422 -- 22 the environment.
- 2 These shoes are too worn "\(\frac{1}{2}\) fiff to be given to charity
- 3 It's easy to be green start by giving plastic straws, bottles and so on.
- 4 Green activists stopped the government from cutting !!!!!!! the local forest.
- 5 Instead of throwing Adda old clothes, give them to charity.



#### Do the sentences mean the same?

- The volunteers are going to rebuild the homes of the hurricane victims. The hurricane victims are going to have their
  - homes rebuilt by the volunteers.
- 2 Elephants were being hunted for their tusks, which were sold at high prices
  - A number of people had elephants hunted because they wanted their tusks.
- 3 The factory must have its toxic waste cleaned before throwing it out.
  - The factory has to pay someone to clean its toxic waste before they can throw it out.
- 4 We had the furniture built from recycled materials. Our furniture was built using materials that came from recycling.
- 5 He has his house cleaned twice a month. He cleans his house every two weeks.

### Choose the correct options.

- 1 These clothes are manufactured / manufacturing using only recycled materials.
- 2 The new owners will have tested the water / will have the water tested by the health department.
- 3 Think how much food will be wasted / waste. in your home next year and try to prevent it.
- 4 We had / were our house redesigned to stop heat. from escaping in the winter.
- 5 On average, over 1500 litres of water have it used / are used to produce one bar of chocolate.

# 000000000

### Translate into English.

- 1 Did you feel that? I'm not sure, but to moglo być) a slight earthquake.
- 2 22/2 2007 (Czy oni beda w stanie pojechać) with us?
- 3 The use of plastic straws (musi zostać wyeliminowane) completely
- 4 The level of smog in our city (wzrósł roewiarygodnie) during the last few years.
- 5 Count me in for the Earth Day. I promise (2) Militarith (že was nie zawiade),
- 6 Fd like to know 2/2/25/2/2/2/2/2/ (czy kwaśne deszcze ruszczą) grass and trees.

### 6 Complete the text with one word in each gap.

Sammy, I have exciting news! You know how my parents always say that I can't waste my time and even summers are about personal development? And remember how last year ..... forced to work at the local café for a month to learn the value of money? Well, I decided to beat them to it and find something 'educational' for this summer by myself. I found this cool volunteering programme that 12 ... positive you'll like, so we could do it together, it's about helping save the coral reef in Australia. It couldn't be more perfect, , it? I mean - Australia! We have been talking about going there 4 📖 years! it would be great 5 could let me know ASAP If you can go, as I'm afraid they won't let me go by myself and Dad will come up with something much less exciting. Call me!



- A Combining two passions
- B On the way to extinction
- Flying ecologically
- D A metaphor for our future
- E Saving the butterflies
- F in galieries instead of landfills



There are many ways to make a statement and contribute to saving our planet. American artist Paul Villinski creates beautiful works of art with a green message. He repurposes objects that have been damaged or thrown away, such as work gloves, furniture, cans and bottles, into decorative tems. His exhibits include wings, birds and flying machines. He not only breathes new life into these things, but also saves the environment, since they don't end up being thrown out

His favourite components are old beer cans, which he turns into butterflies. Hundreds of colourful butterflies, flying around on a wall, looking real and delicate, prove that aluminium cans are a perfect material to work with. For Vi. Inski, transforming the old cans into butterflies has more than one meaning, it shows his fascination with flight, but It also symbolises transformation and spreads ecological awareness.

Monarch butterflies, Villinski's favourite, are a good example of how climate change and deforestation influence the environment. Every year, these beautiful creatures migrate. from Mexico to Canada and back, and it's one of the most. beautiful sights on Earth. However, they're endangered and might soon be lost as deforestation and herbicides threaten their natural habitat, in Mexico - they have less and less forests to live in. Along the way - fewer and fewer plants to feed on. Also, global warming is making them leave too early, when there's no food along the way

#### 4 ..

Virinski wants his audience to consider the fate. of the monarch butterfly. It is often said that a butterfly. is delicate and easily destroyed - but so are we. Villinski believes we have forgotten that we're part of the animal kingdom. And, just like any other animal, we cannot exist. without an ecosystem. We're not as independent as well might think. That's what Villinski's work helps us to remember

### Bendall Se

### 8 A 2 11 S Listen to two recordings and choose the correct options.

#### Text 1

- According to Jeremy, Earth Day
  - A is mostly about communities picking up litter in their neighbourhoods.
  - B aims mainly to prevent deforestation.
  - C is actually a project that goes on constantly
- 2 Which is not mentioned as the Earth Day Network's aim?
  - A Helping to create more eco-friendly companies.
  - B Making people feel that they need to be more involved in green issues.
  - C Influencing lawmakers to make them think of the environment.
- 3 Jeremy says that every single person is important because
  - A every one of us can be in the government if we want to.
  - B environmental problems can be solved. at the community level
  - C in the elections we can put in power people. who care about environmental issues.
- 4 Jeremy's message is that
  - A there aren't enough green areas in the world.
  - **B** saving the planet needs to be done at many levels at the same time.
  - C more people should participate in the Earth Day clean-ups.

#### Text 2

- 5 Because so many forests are cut down,
  - A more trees should be planted to give an mais. a place to five
  - B new species become threatened with extinction.
  - C people have more wood, which is good for the economy.
- 6 The text suggests that EverEarth is a green company because
  - A they grow their own trees for wood.
  - B their packaging is 100% recyclable.
  - C each customer is asked to plant a tree in return for their product.

Read the quote and look at the photo on page 70. Write some comments that people could have left under this photo on the Internet. Use the questions below to help you.

Since our leaders are behaving like children, we will have to take the responsibility they should have taken long ago. Greta Thunberg (environmental activist, born 2003)

- Do you identify with either the image or the quote?
- Does the quote make you interpret the photo differently?



The possive (strona bierna) w języku angielskim jest stosowana. w następujących sytuacjach:

- kiedy wykonawca czynności jest pieistotny, nieznany lub oczywisty, np. The school gym was renovated last year
- kjedy chcemy położyć szczególny nacisk na samą czynność, a nie na jej wykonawcę np. Rubbish which cannot be recycled is sent to landfills.
- Riedy zależy nam na zachowaniu neutralnego tonu wypowiedzi nie chcemy nikogo obarczać winą np.

The take has been polluted, and many animals are now at risk

#### Tworzenie strony biernej

Stronę bierną w języku angielskim tworzymy, odmieniając czasownik be we właściwym. czasie, a następnie dodając do niego formę. past participle czasownika głównego. Aby podac wykonawcę czynności, należy użyć słowka by np

Who were these trees planted by?

They were pronted by a group of volunteers

	Affire alive	Negative	Yes No questions
present simple	Storks are protected in this area.	Food waste isn't recycled in my town	Is this website appared daily?
present continuous	A wind farm is being built here	New lows aren't being discussed	Are the videos being edited now?
past simple	Natural habitats were destroyed	The landfill wasn't relocated.	Was the mayor reelected?
past continuous	My car was being repaired	Stalls weren't being let up	Were we bring gossiped about?
present perfect	100 kg of food have been donated.	Their decision has been embased.	Has smoking been banned?
past perfect	The factory had been returbished	The tra cans hadn't been to used	Had the protesters been fined?
will (future simple)	Volunteers will be reworded	The forest won t be cut down	will the activist be interviewed?
be going to	Plastic bags are going to be banned	Protesters aren't going to be punished	Are the bins going to be installed
modal verbs	The book must be returned this week.	The students might not be expelled	Can global warming be stopped?

### 5.7 have/get something done

Konstrukcji have/get something done uzywamy, kiedy chcemy powiedzieć, ze dana czynność nie zostata wykonana przez nas, tylko zlecona mnej osobie, najczęściej specjaliście lub łachowcowa w danej dziedzinie i zwykle za opłatą, np. *I hod my* hair cut yesterday (Czynność została wykonana przez fryzjera). Forma z czasownikiem get jest mniej formaina od formy z czasownikiem hove.

#### UWAGA!

Konstrukcja have/get something done nie ma bezpośredniego odpowiednika w języku polskim, np. We are going to change the locks. = Marry zamiar wymienić zamki. (zrobiny to sami) We are going to have the locks changed. = Mamy zamiar wymienić zamki. (zrobi to fachowiec).

#### Tworzenie zdań z have/get something done

ieżeli mamy do czynienia ze zwykłym czasownikiem, zdania tworzymy następująco. bave/get (w odpowiednim czasie) + dopelmenie + past participle np. She has her bedroom pointed every two years.

zeżeli mamy do czynienia z czasownikiem modainym, zdania tworzymy następująco, czasownik modalny (w odpowiednim czasie) + have/get + dopełnienie + past participle, np. She needs to have her bedroom pair ted soon.

	Athimative	tagg tove	Yes No que souns
present simple	We have the hedge trunmed every month.	We don't have the hedge tranmed.	Do you have the hedge transmed?
present continuous	She's getting the dress shortened.	She's not getting the dress shortened	is she getting the dress shortened?
past simple	I had a footh removed	t didn't have a tooth removed	Did1 have a tooth removed?
past continuous	You were getting your watch repaired.	You weren't getting your watch repaired.	Were you getting your watch repaired?
present perfect	They ve had CCTV installed	They haven't had CCTV installed.	Have they had CCTV installed?
past perfect	We'd had solar panels fitted	We hadn't had sola, panels hitled	Had we had solal panels fitted?
will (future simple)	He is not the corpet circaned	He won't get the carpet cleaned.	Will be get the larget cironed?
be going to	I'm going to have the shower replaced	I m not soing to have the shower replaced.	Am I going to have the shower replaced?
modal verbs	You can have your car washed here.	You can't have your car washed here.	Can you have your car washed here?

#### Y WORDS

- KEY
ban chemical climate chan community
cut down deforestation
destroy eco-friendly
endangered s
environment
global warmi green Increase
landfil mend pesticides
plant pollute
protect renewable er
repurpose reuse
rubbish solar power

throw away

wind farm.

turbine

OCABURARY 1 MP3 30 /bæn/ Aberrobal. /starretj.jteretj/ At muu; nahy / ket dacm/ Idi foristeian/ /ch strow

substancia chemiczna zmiana klimatu społeczność. wspoinota wycinać, ścinać wyłesianie, wycinanie lasów niszczyć A kao menditr przyjażny dla środowiska

zakazać

zabunek zagrożony /m,demoged upit/j:z/ Wygrneciem środowisko. and the globalne occeptence / gleobal voorey/ ekologiczny Ambet to wzrastac музурыко / lund, hi/ /mend/ naprawiad / pechands/ pestycydy sadzić Aple 56 zanieczyszczać /pollutt/ /pre/held/ dirente. energia odnawialna In nju abat enadrjir zmení przeznaczenie Ari: ps.pasi JZYĆ ponownie П Udm > śmieci, odpadłu /satrio\_petra/ creagio stonecara / Brack a week wyrzucać /'barbern/ turbma

### EADING WAR 31

/want\_fix.m/

accessories	/ai
capsule wardrobe	
carbon diexide	7 lb
contents	/16
cotton	1'[0
dya	/rds
fashion industry	115
harmful	/h
in-between	7.0
manufacture	10
natural resources	z B
staple	1/8

nergy

र्मुका अप्रोक्तकां/ utelon, p thi bui n/ naenjo taektja/ atfaral n 2019/2/ hepal/

unwanted /An'wonted/ /ywww.aut/ worn out

( sessaria/ alccesona garderoba kapsułowa E. . / 155-0 or, bein dar elesant/ dwuttenek wegla zawartość combends/ hawelra otan/ barwnik. branza odzeżowa 52kodliwy pośredni, przejściowy produkować bogactwa/zasoby naturaine podstawowy niechciarry ZUŻYTY

#### VOCABULARY 2 A MP3 32

/ wild rem/

/ ave, locntl/

/unit are but amfortal.

Alternital carray

Phlyad/

Ampy

/dract/

/diagram/

/a:B.lowmit/

/Food-furel/

/ salzmák/

Ak strokt spicker/

/ grich, haces ), felct/

/ Jesting as Japo/

CO2 emissions	
coastal area	
crops disaster	
drought earthquake	
extinct species	
fossil fuel greenhouse effec	1
melting ice caps	

acid rain

blizzard

seismic.

avatanche

natural habitat. / restaral harbitet/ nuclear accident / njuckbar 'adeachant/' ozone byer Faculation Joseph prevent /prevents

lowaśny deszcz lawina zamieć śnieżna emisja dwutlenku węgla strefa przybrzeżna

elektroneria wistroner

uprawy, plony katastrofa SU523 trzęsienie ziemi wymarły gatunek paliwo kopalne efekt deplamiany topniesace czapy lodowe naturalne frodowsko-(życia) wypadek jądrowy/ muldearmy Warstwa otonowa zapobiegać

**5**еј5/ПКZЛУ

Confe/ surface powierzchnia #Bretz threat zagrożenie volcanic eruption And kaemic implant wybuch wulkanu

ahumeniyan bamboo brick cardboard concrete cushion denim foam **IFOR** leather litter marine nylon paraphrase polystyrene rubber sand steel stone/rock

/ marem start/ / buem buc/ Innut. / lead bad/ /laginit/ **Lopery** / denim/ /feamy Falenz /leds/ A Beau Amoretine. √nulor√ pieta heiz / polistaria/ /TrAbov /sond/

aluminium bambus cegts karton beton poduszka material džinsowy pianka, gąbka żelazo **SKÓTA** śmiecić, śmieci morski nyion porafraza polistyren guma prasek stal **lamies** 

### GRAMMAR 2 A MPS 54

coastine	/ taost, and	ima brzegowa
pine tree	I pam Jriur	sosha
CORNE	/ex/	nieprzetworzony

Asiat/

/steen / role/

### USE OF ENGLISH A MP3 35

chimney	/ tjenre/	komm
convert	/iran vact/	przekształcać
threaten	/'Bretan/	zagrazać

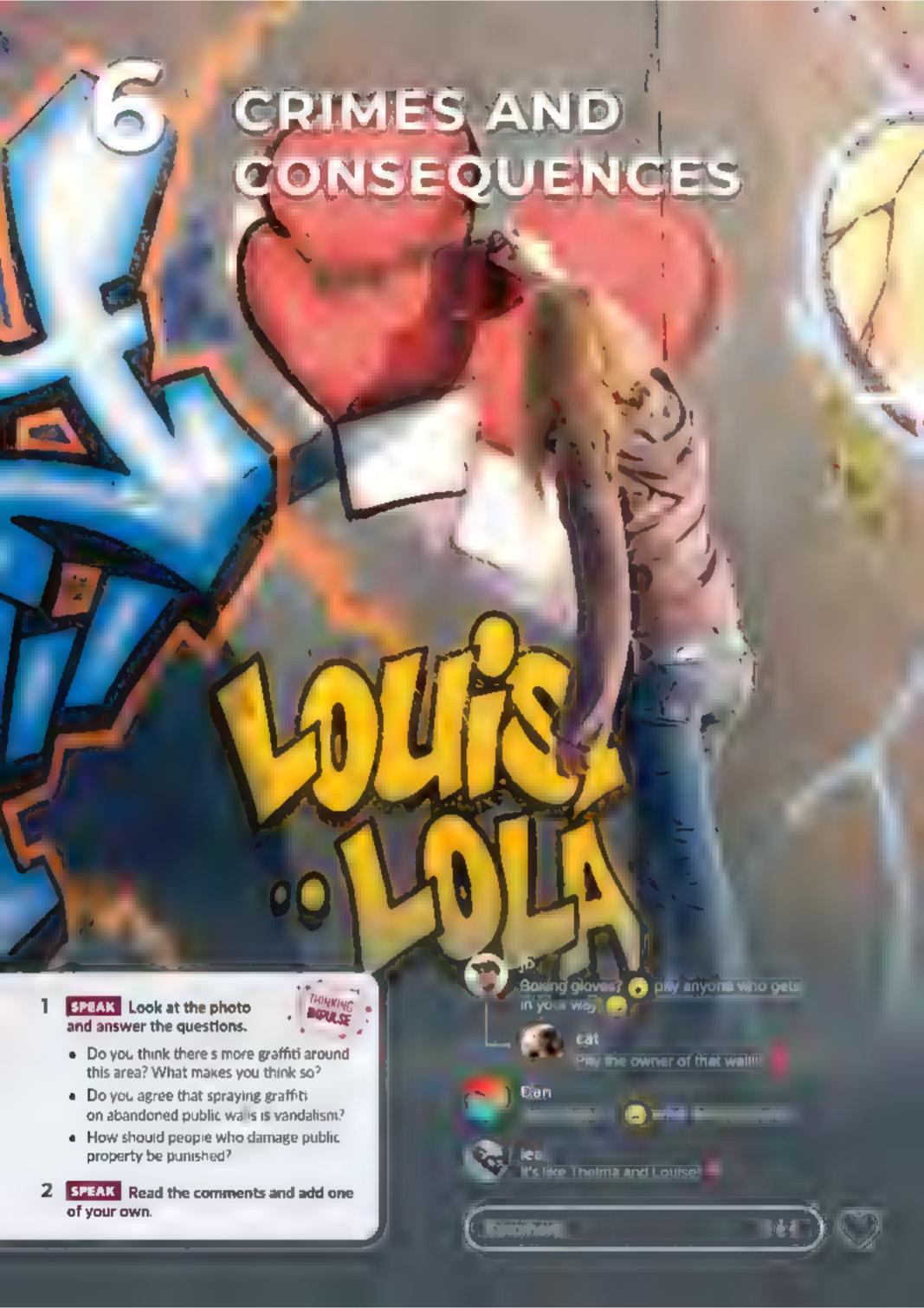
#### WHITING - A MIPS SA

bike frame	/bak frees.	rama rowerowa
decompose	<ul> <li>dicham pacizi</li> </ul>	rozkładać się
flexible	file(sabal)	elastyczny, giętki
frames	/fremz/	oprawki
hybrid	Chashed/	hybrydowy
soil	ZEN	girita
		_

awareness	/a wearras/	świadomość
coral reef	a Juntal Prints	rafa koralowa
ecosystem	Finialo sistami	ekosystem
fate	Zimi./	los
herbicide	/fra:bisaid/	środek chwastobójczy
kingdom	/lagdam/	królestwa
migrate	/mail.grent/	migrować
polyester	, poliesta/	poliester
prolonged	Apra llegdi	drugotowały
STRW	750'01/	storeka (do picia)

#### Collecations

Words are easier to remember when you give them. context or attach them to something you already know, for example, a word they collocate with. Collocations are pairs of words that sound natural to a native speaker For instance, we usually say Merry Christmas and Happy Easter, but not Merry Easter even though merry and happy are synonyms. Look at the collocations below and find more collocations in this unit In each collocation, mark the word that is easier for you. Then try to learn the whole expression, e.g. by preparing flashcards with the easy word on one side and the whole phrase on the other recycle plastic/waste endangered species



### Crime and criminals · Punishments

Look at the words in the box. Do you remember. their meaning?

arrest court detectives escape guilty illegal innacent judge prison punish rob security officers steal victim

SPEAK Look at the cartoons. Can you guess the story behind them?







- 3 2.12 Listen to six crime stories. Which ones match the cartoons in exercise 2?
- 4 1 2.12 KEY WORDS 2 Listen again and complete the table with words from the crime stories, if you are not sure, use a dictionary.

- Crime	Criminai
	arsonist
burglary	1
14111111	murderer
40 101 1 11 11	robber
shoplifting	ă .
1/	smuggler
1/2/ 1.14	thief (thieves)
14/1/11/11/11/11/11	vandal

SPEAK How serious are the crimes listed in exercise 4? Give reasons for your answers,

> We think that the most/least serious crime is ... because.

6 SPEAK KEY WORDS Choose punishments for the criminals in exercise 4. Use the highlighted words or your own ideas.

> do community service • get a life sentence go to prison . pay a fine

- 7 2.13 d Listen and find out how the stories from exercise 3 ended Match 1-6 with a-f. Did any of the people escape Justice? Did the punishments match yours from exercise 6?
  - 1 The murderer
- went to court.
- 2 The smuggier
- b went to prison for forty months.
- 3 The robber
- c paid a £200 fine.
- 4 The vandal.
- d was arrested thanks to soc al media.
- 5 The burglar
- was allowed to travel
- 6 The shaplifters
- f got a life sentence
- SPEAK Look up forensic science in the wordlist on page 101 and look at the video still from Angela's vlog. Then answer the questions.





- Describe the picture. What do you think the students are doing in the lab?
- 2 Do you think the work of a forensic scientist is difficult/interesting? Why/Why not?
- 3 Do you think TV crime shows such as CSi show the truth about the work of forensic labs? Why/Why not?

### FAST FINISHERS

Imagine a funny crime story and create a comic strip or write the beginning of a story about it.

A burglar got stuck in a chimney while trying to break into a house in Oxford

# 6.2 Crammar 1

### Second conditional wish and If only (present and future wishes,

- SPEAK If you could change something about your life, what would it be?
- 2.14 Listen to the conversation and answer the questions.
  - 1 What does the boy have to do?
  - 2 What does he want from the girl?
  - 3 What does she want in return?
  - 4 What might the relationship be between them?
- 3 and 2.14 Who says these sentences, the boy or the girl? Listen again and check.
  - 1 If those were my grades, I would find the time.
  - 2 Your bike wouldn't break so often if you didn't abuse it so much.
  - 3 If you promised to repair my bike, I could spare a few minutes.
  - 4 I would find someone else if I were you.
- 4 Look at the video still and study the grammar table. Then complete sentences 1 6 with your own ideas.

#### Key Grammar

#### Second conditional

We use the second conditional to talk about hypothetical situations in the present or future.

Form: if + past simple/continuous (hypothetical situation) and would/could + infinitive (result)

In the first and third person singular, we can use were metead of was, e.g. if I were a famous pop star, I would own a private jet

When we want to give advice, we can use the phrase if I were you in e.g. If I were you, I would applogise to Clansso.



Grammar Reference \* 100 Irregular verbs \* 154-155

- 1 If someone stole my phone. I
- 2 If someone bulled my friend, I
- 3 If With the A. I wouldn't agree to do it.
- 4 If Additional Language.
- 5 If 4277 2 274, I would call the police
- 6 If I had €1,000,000

### 5 Match sentences 1-2 to pictures A-B.





- 1 I wish I were rich. I wish I had a lot of money.
- 2 If only I knew a good lawyer If only I could afford one.
- 6 Study the grammar table and read the examples from exercise 5. Complete the rule with present simple or past simple.

### Key Grammer

#### I wish/If only (present and future wishes)

We use I wish/If only + to talk about gresent or future wishes, e.g.

wish/if only we knew the answer to this question.

In the first and third person singular, we can use were instead of was, e.g.

I wash/If only I were at the beach.

- 7 Choose the correct options.
  - 1 I wish we can / could go home early today
  - 2 If only I were / had been outside now it's so hot
  - 3 I wish I knew / had known how to help you, but I don't.
  - 4 I wish my parents were / are less strict.
  - 5 If only I had / have a pet I wouldn't be so lonely
- 8 Write sentences using I wish/if only.
  - I don't have many friends.
     If only I had more friends!
  - 2 I'd love to be eighteen aiready!
  - 3 I don't know how to make carrot cake.
  - 4 I can't dance tango
  - 5 I don't speak Japanese
  - 6 I'd love to have a new bike!

### **10** FAST FINISHERS

Go back to your ideas from exercise 1 and write seven sentences about yourself using the second conditional and I wish/If only.

### Talking about problems and solutions

- SPEAK Have you or someone you know ever lost something or had something stolen? What did you do about it?
- 2 15 | Listen to the dialogue and complete the sentences.



- The girl had her bike
- 2 She regrets that she didn't and that she and
- 3 The boy's advice as to \*\*\*/\*///...
- 4 The first thing they'll do will be to
- 3 2.15 Study the Key Phrases box. Then fisten to the dialogue again. Which Key Phrases did you hear?

#### Key Phra

### Talking about problems and solutions

#### Problems.

You won't believe it (but) ... What a pain/nightmare

#### Regrets

If only I/we (knew) ... I wish I/we (could) .... regret that ...

I'm sorry that ...

#### Consoling someone

Don't panic/worry

It's going to be all right.

We'll sort it out.

Everything be OK!

No use crying over spilt milk

#### Solutions/Next steps

What shall I/we do? Let's make a plan.

You probably need to

You/We should definitely ...

Yes, otherwise ...

It would be a good idea to You might want to ..

But first, maybe ?

If I were you, I'd ...

Yes. I'll do that.

- Complete the dialogues. Use the Key Phrases. Then act. out the dialogues in pairs.
  - A X: 1922 Letter (what / nightmare)! My friends brought some people I don't know to my party, and they trashed. my apartment! My parents are going to kill me!
    - Y; 2/1/ Addition (it / all right). Peter and I will help you clean up, and we'll see what's really damaged. 1977 - WAR (let / make / plan).
  - B X: 1/2 / (you / not / believe), but someone broke into my email account and sent stupid emails to my friends. and teachers.
    - Y' Don't worry, 1 (we / sort out). First, let's change your password.
    - X: I wish I could go back in time!
    - Y Well, 30 man かか (no use / cry / milk). Let's get to work.
  - C X: Someone took my bank card out of my wallet. I regret that I left it on the desk during the break.
    - Y: 12/2002/2002 (might / want / report) to the head teacher and maybe the police?
    - X: 27/2/2/1/19:20 (yes / do / that).
    - Y: \*\*\* (but / first / should) block the card?
- Read the instructions and do the task. Then change roles and do the task again.

### Jezen A

Jesteś na wycieczce w Nowym Jorku i w sklepie zonentowałeś/ zorientowałaś się, że ukradziono Ci portfel i dokumenty. Rozmawiasz o tym z obsługą sklepu (uczeń B). W diatogu porusz następujące cztery kwestie:

opisz, co Ci skradziono

wyjaśnij, gdzie i kiedy ostatni. raz miałeś/miałaś dokumenty i co potem robiłeś/robiłaś.

poproś o pomoc i sugestię dalszych kroków

wyraż żał, że dobrze nie zabezpieczyłeś/zabezpieczyłaś. sworch rzeczy

#### Uczen B

Pracujesz w sklepie w Nowym Jorku. Osoba, która padra ofiara kradzieży (uczeń A), prosi Cię o pomoc. W rozmowie porusz nastepurace Investie:

- dowiedz się, gdzie prawdopodobnie dokonano kradzieży.
- wyraż współczucie i pociesz ofiarę kradzieży.
- zasugeruj sposób rozwiązania problemu i kroki, które najeży podjąć (zabiokowanie kart kredytowych, zgłoszenie na policję).
- zaoferuj pomoc w skontaktowaniu się z policją. Rozmowę rozpoczyna uczeń A

### \*\* FAST FINISHERS

Imagine your friend messaged you saying she had borrowed something belonging to her parents without asking and lost it. Write back consoling her and giving advice.

### A news article about criminal creatures



SPEAK Look at the names of animals in the box. Which do you think is the most intelligent? Why?

carrief cat cheetah dolphin fox parrot pigeon rat seabird squirrel wolf

- 2 SPEAK Have you ever heard of an animal that:
  - a committed a crime?
  - b heiped to catch a criminal?
- 3 Scan the text on page 91. How many examples of animals from exercise 2 can you find?
- 4 2.16 Read the article and match headings A-E to stories 1-3. There are two extra headings. Listen and check.
  - A The prisoners friend
  - B Animais can be good citizens
  - C Give me my snack.
  - D A very expensive Indian meal
  - E Help charity to help animals
- 5 Read the article again and choose the correct options.
  - 1 The rats in Tinsukia
    - A sat in the machine for twelve days.
    - B shredded all the banknotes in the machine.
    - C were all able to escape through the cable hole.
    - D caused the cash machine to break down.
  - 2 The cat in Arapiraca
    - A led the police to a tunnel dug by prisoners.
    - B is part of a mystery that hasn't been solved.
    - C managed to escape from the hands of the guards.
    - D belonged to a smuggler who often brought things in.
  - 3 Sam the seaguil was able to
    - A get people to buy him snacks.
    - B get food for other birds as well.
    - C get Sriaram's attention away from himself
    - D avoid the security cameras.
  - 4 The story of Sam the seaguil
    - A made the area where Sam fives popular on the Internet.
    - B was used by the Dontos company in a video ad.
    - C should be a warning to bird lovers how not to behave.
    - D was used by charities to get people to help animals

### 6 Can you remember these facts from the text?

- How did the rats get into the machine?
- 2 How much money did they destroy?
- 3 What was the white cat carrying with him?
- 4 Where was Sam the seaguil caught on camera?
- 5 What was Sam's favourte snack?

# 7 KEY WORDS Match the highlighted words from the text to definitions 1-6.

- 1 someone who people think has committed a crime
- 2 see something happen, especially a crime
- 3 objects that a thief has obtained illegally
- 4 adjective to describe someone who breaks the law
- 5 adjective to describe someone who respects the law
- 6 adjective to describe the feelings of someone who thinks there's something illegal going on

### 8 SPEAK Answer the questions.





- Which of the three news stones do you like the most? Why?
- 3 Can animals ever be considered responsible for crimes? Give reasons for your answers.

### (I) FAST FINISHERS

The article suggests there are also stories about law-abiding animals. Make up the details of one of these stories and write a short post about it.

The Hatton Garden Heist is considered the biggest burglary in English history. Find out the details of the crime, Who were the burglars? What was stolen? How did they commit the crime? Share your findings with the class.



# A shoplifting seagull, bank-robbing rats and a smuggling cat here are some unusual crime suspects!







1

Rats ate their way through banknotes worth nearly €18,000 mside a cash machine near Tinsukia h Assam, India. Apparently, the bank-robbing rodents had got into the machine through a hole for the electric cables. Technicians arrived to repair the machine twelve days after it stopped working. And it's good they discovered the problem, or the rats could have eaten even more money! Local police chief Prakash Sonowai said a suspect's lifeless body had been found among the shredded banknotes. The rest of the gang must have escaped. Photos of the ruined banknotes went viral on social media.

2

When a small white cat was stopped as it tried to enter the prison gates in Arapiraca, Brazil, officers were right to be suspicious. Attached to the cat's body were a mobile phone and charger, memory cards and batteries, drill bits and two saws. Was the feline smuggler part of a big escape plan? were the prisoners attempting to dig a tunnel? Maybe stopping them from getting their hands on the smuggled goods prevented their escape? But which of the 263 prisoners was behind it? It might have been a bigger plan involving more than one prisoner. Unless the cat talks, we'll probably never know

What would you do if you saw a shoplifter? Some customers at a newsagent's in Aberdeen, Scotland, started paying for the stolen goods because they thought it was so furmy the thief was a bird! Named 'Sam' by locals, the law-breaking seaguil used to walk into the shop, steal a bag of crisps, and calmly walk out. Then he opened the bag with his beak and shared the treat with his friends. According to shopkeeper Snaram Nagarajan in an interview on the BBC, Sam always waited patiently for the perfect moment - he wouldn't go in unless Snaram was busy. The seaguil's thefts were caught on security cameras, and if you watch the video, you'll see that his favourite snacks are cheese-flavoured Doritos.

Experts from a bird protection charity warn that we shouldn't feed seagulls in urban areas. If we feed them, they become dependent on humans and they can even become violent. So, if you see Sam, don't treat him to a bag of Doritos

GLOSSARY

beaic - dziob

drill bit - wiertho

saw - pila

shredded - poszatkowany urban – mierski

stories about law-abiding animals:







### International organisations • The justice system • Offices

SPEAK Read the names of the international organisations in the box. What do you know about them?

Amnesty International European Union Greenpeace NATO Red Cross United Nations World Health Organisation

- 2 Scan the website in exercise 3 and find three more International organisations. In what areas are they active?
- KEY WORDS Read the website and match some of the highlighted words to definitions 1-7.

What would it be like if you could shape and help protect global law and order?

Just participate in one of these model student conferences! These formal events imitate the meetings of real institutions and discuss the same topics, but all the participants are students who wish to learn about these nstitutions.



f two countries have a legal disagreement, the International Court of Justice holds a trial. The ICI jury listen to both sides. lawyers, consider international laws and regulations, and give their verdict on who's right.

When someone accuses governments, rulers or organisations of such horrible crimes as genocide, large scale attacks against civilians, using child soldiers, or killing and torture of prisoners. then it is the International Criminal Court's job to judge them. The court tries them as it would try any criminal. It listens to the witnesses and charges the guilty according to international iaw. Now you can be one of the ICC's judges and help to deliver Justice through your judgments

So many children around the world are starving or treated badly They need help and protection. UNICEF doesn't have the authority to prohibit anything or grant anyone any rights. but it brings in help and works with governments, suggesting what legal changes could be adopted to help defend the rights of children

Which of the model student conferences would you like to join?

- 1 power to make decisions
- 2 safe and peaceful situation due to people not breaking the law
- 3 officially make something diegal.
- 4 protect from harm or attack
- 5 officially accuse someone of a crime.
- 6 allow someone to have something.
- 7 say someone did something wrong or illegal.

4 KEY WORDS R Complete the table with some of the highlighted words from exercise 3. How do you say them in Polish?

Verb Noun (person) + Abstract noun		
1//////////////////////////////////////	judge judge	2
regulate	*	3
4	-	trial

- 5 Translate into English. Use the words in bold.
  - 1 Sept Matter Additional to the (Regd przyjąt) a law that (przyznaje więcej praw) to homeowners. (adopt / grant)
  - 2 UNICEF 2007 June 10 June 10 July 10 Internal uprawnien, by zabronić) child labour (authority / prohibit)
  - 3 They Western Letter British (postawill zarzuty) the dictator with murder and he (będzie sądzony) by the ICC. (charge / try)
  - procesu), the jury listen to the witnesses (zanım osqdzg) on whether
  - (osoba oskarżona) is guilty. (trial / verdict / accuse). (broniacy przestępcy) thought of the court was fair (defend / judgment)
  - (Nowe przepisy) should help to bring (prowo i porządek) to a city that is full of crime. (regulation / order)
- SPEAK Do you think young people can influence politicians and change the world? How?



### FAST FINISHERS

If you could participate in one of the model conferences described in exercise 3, which would it be? Why? Write down your arguments.





Find out how young people can help one of the organisations from exercise 1. Make a poster inviting students from your school to participate.

### A radio phone in about cybercrime

### Answer the questions.

- 1 What cybercrimes do you know?
- 2 Do you know anyone who has been a victim. of cybercrime?
- How do you protect yourself from online fraud or identity theft?
- 2 KEY WORDS [ Check the meaning of the highlighted words. Then complete the text with some of them. There may be more than one correct answer.

click on a link + con (someone) - cyber bullying fraudster · hacker · identity theft · Junk mail login details . open an attachment protect (yourself) - (phishing) scam + spam

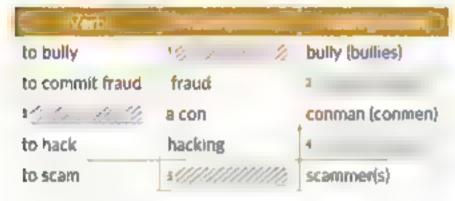
### Meet the 'Scammer Grannies'

The mission of the 'Scammer. Grannies was simple to con their own grandchildrent They wanted to show how easy it is for anyone. to be the victim of online fraud. First, the Scammer Grannies learnt. to create a fake email address. Then, they persuaded their grandchildren to

"Whilelife on a link or open an "Whilestell Four out of five of their victims fell for their 3.4% scams!

To 4 ∠ yourself from the Scammer Grannies (or any other on the fraudsters!)

- never give your full<sup>5</sup> 222 details anyone could be a potential \* 422 or conman
- never turn off filters for spam or <sup>7</sup>
- If you see it, report it! Remember if something looks too good to be true t probably isl
  - Complete the table with some of the highlighted words from exercise 2.



4 1 2.17 Listen to part of a radio phone-in. Which topics from the box are mentioned?

> burgiary corporate data theft cyber bullying hacking adentity theft online fraud phishing scams smuggling stalking

### 5 Read the WATCH OUT | SKILLS box and match phrases 1-5 with intentions a-e.

- 1 What a great idea great job. you guys.
- 2 It's awful! I wish you'd stop.
- 3 If I were you, I'd stay away from
- 4 I think you should ...
- 5 You can find lots of details on this website.
- to advise people against something
- b to congratulate
- to give information
- d to complain
- e to suggest changes

Identifying Intentions

You can often identify a speaker's intention by listening to their intonation and tone of voice, and the expressions they use

### 6 🔼 2.17 😎 📝 Listen again and match the speakers to sentences A. F. There is one extrasentence.

#### This speaker

- A suggests legal changes to make cybercrime less of a problem.
- **B** recommends laws that victums of cybercrime could use to fight back.
- C makes people aware of how to protect themselves. from one kind of cybercrime.
- D gives information about online resources for victims of cybercrime.
- El congratulates somebody who warned people about
- Figure complains that there's too much cybercrime going on.

Jake. Eliza Shakir Morra Maxi

- Which of the five callers were victims of cybercrime? What crimes were they victims of?
- What do you think about the Scammer Grannies' methods of teaching young people cybersafety? What are other effective ways to do that?



#### (I) FAST FINISHERS

Based on the information from this lesson and your own knowledge, create a small infographic about cybercrimes and how to protect yourself against them.

Find a website for cybercrime victims. is the information helpful? Would you use it or recommend it? Why/Why not?

### I wish and if only (past regrets) - Third conditional

1 SPEAK Look at pictures A-D. Do you think these people regret something?









2.18 Listen and match speakers 1-5 to pictures A D from exercise 1. There is one extra speaker.

1844 23 2 3 4 4 4 8 2 5

- 3 Examples and complete the rule with the correct tense.
  - I wish I had chosen a more hidden wall or hadn't done it at all.
  - 2 If only I hadn't taken the geckos with me.
  - 3 I wish I hadn't gone into that cave.
  - 4 If only I had known it was a garden party

### Key Gramma

I wish/If only (past regrets)

We use I wish/If only + 1/2/2/2 to talk about past regrets



Grammar Reference \* 100 Irregular verbs \* 154-155

- 4 2.19 Complete the sentences. Then listen and check.
  - 1 I wish I William (think) a bit more about it before I put a couple of them in a box to take home.
  - 2 If only I 4/2/1/1/ (ask) about the details!
  - 3 I wish [ 1// 1//// (not be) so thrifty
  - 4 If only I White (consider) their size!

5 2.20 study the grammar table and complete the sentences. Then listen and check.

#### Key Grammat

#### Third conditional

We use the third conditional to talk about the imaginary consequences of past events that never happened, so they are now impossible.

Condition	Result
If + past perfect	would + have + past participle
If I had known it was a garden party.	I would have dressed in something more casual

- 1 The airport security (not stop) me if I (leave) them where I found them
- 2 If I ? / (think) about it for a moment, I \*/ (realise) they must belong to a huge animal.
- 3 If i Wester (not do) it, I wester (not get) the fine.
- 4 If ( (buy) the more expensive lock, it ( be) stronger and they (not able to steal) my bike.
- 6 Read the headlines. Then use them to write sentences in the third conditional.

Police stop robbers from stealing huge diamond

Murderer arrested after parrot witnesses crime

#### THIEVER IDENTIFIED ON EKOP CCTV

#### AUTHORITIES FINE TOURIST AFTER HE JUMPS IN FOUNTAIN

- 7 A Look at people's regrets. Write sentences using I wish/If only and/or the third conditional.
  - If only I hadn't clicked on that link! I got a virus

    If I hadn't clicked on that link, I wouldn't have got
    a virus.
  - 2 I regret that I left the window open!
  - 3 I'm sorry I didn't study more yesterday. I faned today's test because of it
  - 4 I'm so sorry I fell out with my sister last night my mum was really upset.
  - 5 Unfortunately, I didn't respect the speed limit, and the police gave me a ticket
- 8 SPEAK How would your life have been different if you had been born one hundred years earlier?

### FAST FINISHERS

Use the third conditional to write five sentences about how differently your life would have gone if something hadn't happened.

### Grammar and vocabulary practice

- 1 SPEAK What superpower would you like to have if you could be a superhero for one day?
- Write sentences about the pictures using the prompts.



wish / have crystal ball / can / see / robbers



if / know / which / be / prince / I / kiss / it



you / not be / so brave /



only / be / hamster

- 3 Complete the sentences with the correct words formed from the words in brackets.
  - Last night, the police caught the (arson) who'd set the church on fire.
  - 2 Do you trust his "http://///// (judge) of the situation?
  - 3 He was accused of "///////// (thief) by his colleagues.
  - 4 All the immigrants who entered the country (legal) will be deported.
  - 5 Theard some \*\*//\* (suspect) noises in the garage. Let's take a look in there.
  - 6 Never open " (attach) in emails from people you don't know.

1	Alegal	B law-abiding	C fraudster	D guilty
2	A n	B with	Cat	D on
3	A were	B had	C thought	<b>D</b> have
	thinking	thought		thought
4	A theft	B steal	C thief	<b>D</b> robbery
5	A defended	<b>B</b> prohibited	C punished	<b>D</b> granted
6	A :ustice	B authority	Ciury	D witness

- 5 Ranslate into English,
  - Ztodziej skłepowy będzie musiał wykonywać prace społeczne przez trzy tygodnie.
  - 2 Gdybym tylko znał swoje prawa, gdy zdecydowałem się iść do sądu bez prawnika.
  - 3 Nie zapłaciłbyś kary, gdybyś nie rzucał śmieci na ulicy-
  - 4 Gdybym był na tworm miejscu, zadzwon łbym na policje
  - 5 Wszystko bedzie dobrze!
- 6 Complete each pair of sentences with the same word.
  - 1 Don't worry, we'll word this out!

    Youmust world your rubbish it's the law.
  - 2 You need to change the first ####### of your application it's too informal.

    It's expected that the murderer will get a life
  - 3 If I get this job, I'll be in "Addition of taking three dogs for their daily walks.
    Unfortunately, the police often Addition graffith artists with vandalism.
  - 4 You had your wallet stolen?! What a What a lifell while snowboarding, and now I feel in my left ankle.
  - 5 Juvenile courts \*/\_/\_\_\_\_ cases of people who haven't reached adulthood.
    111 \*/\_\_\_\_\_ to call you as soon as I can.
  - 6 The new government promises to bring law and defilies to the country.
    Hi, I'd tike to defilies a pepperoni pizza and a coke, please.
- 7 2.21 Listen to the sentences. Does the intonation rise or fall on the words in bold?
  - 1 I wouldn't leave your bag there if I were you
  - 2 Many crimes wouldn't have been solved f scientists hadn't discovered DNA.
- 8 SPEAK Work in groups of four. Create a story, adding sentences to the chain. Start with If I won a multion dollars ...

tf I won a milion dollars, I would buy an Island.

If I bought an island, I would ...

#### #PRAINTEASER

One bright winter's day, a body was found in a field. A man had been murdered but there weren't any footprints. If it hadn't snowed, there would have been footprints on the grass. If the sun hadn't come out, there would have been footprints in the snow. What was the weather like at the time of the murder?

### **10** FAST FINISHERS

If you could be anyone (real or fictional), who would you be and why? Write four sentences.

# Should cyber bullying be illegal? Yes or No

Most people agree that cyber bullying is cruel. and must be stopped. Some go as far as to claim it. should be made illegal. There is a difference, however, between stopping something and delegitimising it. In fact, there are as many arguments for making cyber. bullying illegal as there are against this position.



One of the main arguments for malong cyber. builying flegal is that it is similar to hacking or hate. speech, and they are officially banned. Those in favour of making it il egal say that the law should cover not only physical crimes but also psychological ones. Furthermore, if cyber busying were illegal, it would put off other potential bullies. They would think twice If they knew they would be purished

On the other hand, some opponents of this idea. argue that too many people, especially young ones. could go to prison if cyber bullying were illegal. In addition, they say that there is a huge difference. between saying terrible things online and doing them. in real life. Moreover, they point out that cyber bullying. is already covered by existing laws, so it does not need extra laws

To sum up, making cyber bullying illegal has. its pros and cons. It may stop potential internet bullies, but it may also mean sending many people to prison. Personally, I am in favour of making it illega-Nevertheless, the punishment should be obligatory education for the builies, not a prison sentence



SPEAK What do you know about cyber bullying? Discuss.



- 2 Read the essay, is the writer for or against making cyber bultying illegat?
- 3 Match paragraphs 1-4 to descriptions a-d.
  - a arguments against
  - b arguments for
  - c conclusion (including the writer's opinion)
  - d introduction to the debate

For-and-against essay

An essay is usually written in a formal style. When writing a for-and-against essay, you should:

- use separate paragraphs of balanced length for separate kinds of erguments. (e.g. for and against);
- finish the first paragraph with a thesis showing what kind of essay it is:
- have a closing paragraph summing up your arguments:
- use formal language and a neutral tone, e.g. no contractions, exciamation marks, questions, colloquial language or idioms,
- use formal connectors showing addition, contrast and conclusion (e.g. furthermore, however) to link your ideas.

### Complete the table with the words and phrases in bold in the essay

A for-and-against Addition	Contrast	Conclusion
and	but	All in all,
also	although	To conclude,
pesides ************************************	yet	Summing up
1 1 / / 4		
1 1 4	7	

5 Choose the correct options.

# Are school rules necessary?

- All societies need rules to keep discipline, and schools are no different. Moreover / Nevertheless, schools would be more stressful. if there weren't any rules.
- 2 However / Although school rules can be useful. they shouldn't be too strict because childhood. is the only time in life when we can be free!
- 3 Rules are necessary not only / moreover in society. general, but also at school.
- Some school rules can make life easier All in all / However rules such as wearing a uniform prevent. students from expressing their own personality.
- School rules promote fairness and respect. They also / although make life saler and more comfortable for both students and teachers.
- On the one hand, there are many reasons for having school rules. In addition / On the other hand. society has already got pienty of laws, so it wouldn't matter if school rules didn't exist
- SPEAK Read the arguments in exercise 5 again. Write them under For or Against, Can you think of any more arguments?

Are achool rules necessary?

For

all soc eties need rules ...

#### Aga nst

 childhood is the only time in life when we can be free

### 7 Do the writing task. Follow the steps in the Writing Planner.

Napisz rozprawkę na 200–250 słów przedstawiającą argumenty za i przeciw wprowadzeniu w szkołach. rygorystycznych zasad zachowania.

### WRITING PLANNER.

Think about ways in which strict school rules could be a good or a bad thing. Use ideas from exercise 6 and your own ideas (e.g. rules about students' behaviour, appearance, anowed devices). Think about your introduction and conclusion. PREPARE

Make notes and organise them into four paragraphs

- 1 introduction to the debate,
- 2 arguments for or against,
- 3 the opposite point of view,
- 4 conclusion (can include your opinion)

#### WRITE

Write your essay. Use your notes and the Key. Phrases. Remember about formal language

CHECK

Read your essay and answer the questions Have you included and developed both parts of the instruction? is your test within the word limit (200-250 words)? Have you checked your essay for spelling mistakes?

### **FAST FINISHERS**

A popular punishment for students in traditional. English-speaking schools is detention - making the students stay after hours, just sitting in a classroom, doing extra work or cleaning the classroom. Write a list of arguments for and against such a punishment.



Find some rules that are typical of British or American high schools. How are they different from the ones in your country? Would you introduce them in your school? Why/Why not?

#### COLUMN TO STATE

#### Name these criminals.

What do you call someone who ...

- 1 takes money or property illegally, e.g. from a bank?
- 2 steals something from a shop?
- 3 damages someone else's property on purpose?
- 4 del berately sets fire to buildings?
- 5 breaks into buildings in order to steal things?
- 6 it egally takes goods or people into or out of country in secret?



2 Complete the sentences with the correct forms of the words from the corresponding box. There is one extra word in each box.

authority suspect victim witness

- 1 A security guard doesn't have the 22 to arrest you.
- 3 There were no for to the theft, so the detective asked for CCTV footage.

con grant prohibit scam

- 4 The phone was simple he called people, pretending to be a bank worker, and asked them for their passwords.
- 5 Women in Poland were \*\*\*\*\*\*\*\* the right to vote in 1918.
- 6 I was worked well, but it doesn't.

#### -IVENA

3 Complete the sentences with the correct forms of the verbs from the box.

> be/install oversleep/not ring speak stop/not find take/wear teach

- 1 The powce "Additional the search if they new witnesses last night.
- 2 |f | 12/1/11/12/1/2 you, | 1/17/2/2/2/2/2 security cameras here.
- 3 I wish someone / / / me how to swim when I was little
- 4 People \*\*\*/\*/// you seriously if you smart clothes instead of hoodies all the time.
- 5 If only I 4/2 2/2/2/2/2 French! I could work in Paris.
- 6 | this morning if the phone

- 4 Make sentences using the prompts. Add any other necessary words. Do not change the order of the words given.
  - 1 my computer / be / safer / if / l / install / an anti-virus program when I bought it?
  - 2 1 / wish / know / karate
  - 3 he / not become / a criminal / if / he / not hang out / the wrong people / during his adolescence.
  - 4 you / let / me / go / if / be / already eighteen?
  - 5 only / someone / tell me / taking sand / this beach / be / illegal!
  - 6 the boys / have / more money / If / not spend / so much / computer games / every month

# USE OF ENGLISH CTOCE > 62 62 62 62 (0)

# 5 Complete the text with one word in each gap.

A holiday is that happy time when you let go of your wornes, relax and 1/2/14 with it the world, enjoying all it has to offer But in order for this time to be truly carefree. you should protect 2012/09/22/24 and your property To avoid burglary make sure you have good locks as well 364 444 4464 some sort of security system. If you're still womed 43/2 1/2/2/2/2 a simple internet camera set up in your flat, which will allow you to see that there's nothing. going on there. While on the road, keep your things with you at all times. Theft is one of the worst things that can happen. to a travener, and 54/15/14/11/1/1/1/goods are usually gone for good. Also, make sure you know what's forbidden where. you're headed. In some countries the strangest things are For instance, if you build sandcasties on the beach in Eraclea. in Italy you will pay a ₹2014.26.26.20 of up to €250. That could certainly rum your holiday!

- 6 Complete the second sentence with up to five words so that it means the same as the first one.
  - Someone has installed security cameras in our home for us.

We was in our home.

- 2 The police talked to some witnesses, but how many?
  How many witnesses (2007) (2007)
- 3 It would be a good idea to block your credit card.
  You might for the state of the your credit card.
- 4 The witness probably hid something from the judge.
  The witness might for the four the finite late. The from the judge
- 5 They will probably postpone the trial.
  The trial will probably
- 6 Fd love to be at home now.

  I wish with at home now.



Read the articles about animals on duty and complete Joe's email.

### WINGED AND FELINE SPIES WERE AMONG US?

Would you get suspicious if a drone kept flying over your garden? Wouldn't you think someone was spying on you? But what if a cat wandered through? Or a pigeon sat on Your roof?

in the 1970s, that pigeon might have had a CIA camera. strapped to it, and a raven may have dropped a listening. device on your windowsill. Most people would treat them as part of the landscape, so animals have often been used to gather important information.

This is called intelligence – knowing what's going. on in the world, what other heads of state are planning. and people in the streets are thinking. Intelligence is an important part of protecting a country against attacks or defending it if an attack happens. These days, intelligence agencies rely on electronic bugs, infrared cameras, etc., but the history of animal spies is fascrhating.

#### K-9 UNITS

Canine units are a cructa, part of the security and defence. forces. Thanks to their excellent sense of smeft, dogs can be trained to tell apart dozens of different substances. They can find explosives, thus preventing terrorist attacks, or help police drug departments detect illegal. substances. In New Zealand, where bringing in fresh fruit. from abroad is prohibited, they help security officers stop. tourists from smuggling in even the smallest grape

Naturally, such jobs require specially trained dogs. The GIA dog school, for instance, is the next step for puppies from service dog training or prisoner. rehabilitation programmes, where puppies are given to prisoners for company. Caring for them helps the prisoners, rehabilitation, while training the pups gives. them something to do

t's unlikely that K-9 units will be replaced by technology. any time soon!

#### Tantiny,

I have something for you, since you're such an animal lover – animals in the service of the police and other special forces. I've just read these articles (links attached), and it seems animals can make great spies. Not only because you can train them, but a so because most people don't "Vertexes exists if they see them around. Did you ever think of that? Apparently, a few decades ago, birds were used or listen to them. Of course, most animals have been replaced by modern technology, but dogs are still 'on the force' And they don't just sniff out drugs or bombs. In New Zealand, if a tourist tries to

(which is illegal), the dogs working with security officers find it in their luggage. These dogs go to special schools, sometimes more than one. I was surprised to learn that some puppies start out as prisoners' dogs. Puppies in prison keep prisoners company. 222 by them. A very interesting idea! The author believes technology can't. 5 dilining the way it did other animals, and Lagree! Write back soon,



### 8 Read the Instructions and do the task.

Niektórzy uważają, że uczniowie łamiący szkolny regulamin powinni być karani. pracami społecznymi na rzecz szkoły. Napisz rozprawkę (200–250 słów), w której przedstawisz argumenty za takim rozwiązaniem i przeciw niemu.



### Read the quote and answer the questions. Use the words in the word cloud.

People who don't expect justice don't have to suffer disappointment.

Isaac Asimov (American writer, 1920-1992)

- What is the tone of this quote? Angry? Scared? Brtter?
- Do you agree with what it suggests about the justice system?
- People sometimes take justice and the law into their own hands. Should they? Why/Why not?





#### Second conditional

Zdania w drugim okresie warunkowym opisują hipotetyczne sytuacje w terażniejszości (ub przyszłości oraz ich potencjalne skutki, no

If criminals weren't punished, crime rates would go up,

Zdarzenia opisane w drugim okresie warunkowym są w opinii osoby wypowiadającej zdanie stosunkowo mało prawdopodobne, np.

I would be very surprised if it snowed in April.

#### Tworzenie zdań w drugim okresie warunkowym

Condition	Result
# + past simple,	would+ infinitive
If the man wasn't guilty,	he would have an alibi.
If you exercised regularly.	you wouldn't get tired so jast.
Result	Condition
would + infinitive	#+ past simple
She would come to the court	if she could.
We wouldn't report it	If we didn't think it was senous.

#### UWAGA!

Zamiast # ... not możeniy czasami użyć uniess (jeśli nie; chybaże); np.

They wouldn't organise a press conference if they didn't have any news.

They wouldn't organise a press conference unless they had some news.

#### UWAGA!

W pierwszej i trzeciej osobie liczby pojedyncze, zasniast if ... was możemy użyć if ... were, np., if I were a detective, I would solve this case in less than a week

Odzielając komuś rady imożemy użyć wyrażenia: If I were you, np.: If I were you, I wouldn't trust this woman. (Na twoim miejscu nie ufałbym te, kobiecie.)

#### I wish and If only (present and future wishes,

f wish oraz if only używamy, aby wyrazić żał, że naszasytuacja wygląda tak, a nie inaczej, np. owski ( was a milionaire! (Gdybym tylko był milionerem!)

Po f wish i ff only występuje wówczas czasownik w past simple. Tak samo jak w drugim okresie warunkowym, w pierwszej i trzeciej osobie liczby pojedynczej formę was można zastąpić formą were, np

I wish they lived somewhere alse! If only she was/were my girlfriend!

### 6.7 I wish and If only (past regrets) Third conditional

#### I wish and If only (past regrets)

Za pomocą I wish i If only można również wyrazić ubolewanie dotyczące zdarzeń z przeszłości. Wówczas po I wish i If only występuje czas post perfect, np.

I wish I had followed his advice! (Szkoda, że nie posłuchałem jego rady

If only I hadn't forgotten about your birthday! (Zaluję. że zapomniałam o twoich urodzinach.)

#### Third conditional

Zdania w trzecim okresie warunkowym opisują hipotetyczne sytuacje z przeszłości, które nigdy nie miały miejsca, oraz ich niedoszłe przeszłe skutki. Innymi słowy, trzeci okres warunkowy umożliwia gdybanie nad tym, co mogło się stać w przeszłości, gdyby (również w przeszłości) zostały spełnione określone warunki, np..

If they had interviewed the victim's colleagues, they would have solved the case sooner. (Gdyby przesłuchali współpracowników ofiary, szybciej rozwiązaliby tę sprawę.)

I wouldn't have failed yesterday's test if Thad known about it. (Nie obiałbym wczorajszego sprawdzianu, gdybym o nim wiedział )

#### Tworzenie zdań w trzecim okresie warankowym

Condition	Result
If+ past perfect,	would + have + past participle
If he hadn't listened to them,	he would have got into strouble
If I hadn't believed your story.	I wouldn't have defended you.
Result	Condition
would + have + past participle	if + past perfect
The police officer would have arrested them	if they had broken the law.
She wouldn't have stolen the sandwich	if she had had enough money to buy it

#### UWAGAI

Również w trzecim okresie warunkowym zamiast if ... not możenny czasami użyć wiless (jeśli nie chyba że). np..

He would have gone to prison for twenty years if he hadn't returned the stolen goods.

He would have gone to prison for twenty years unless he had returned the stolen goods

Fundusz Narodów

ukarać grzywną ograniczenie prędkości

#### KEY WORDS

arson	o.san.	podpatenie
arsonist	/appenets	podpalacz
burglar	/ bergle/	włamywacz
burglary	/bargkan.	włamanie
do community servic	e du kampunab sarve.	wykonywać prace społeczne
escape justice		uciec przed wymiarem sprawiedliwości, uniknąc kary
forensic science	16 10 at	kryminalistyka
get a life sentence	riget a fair sentans	dostać dożywocie
go to prison	<del></del>	pojše do więzienia
murder	m. day	morderstwo
murderer	ma diarao	morderca
pay a fine	pera faini	zapłacić grzywnę
punish		ukarac
punishment	1 1	kara
rob		okraść obrabować
robber	rabar	bandyta, rabus, złodzie
robbery	rabori.	rabunek napad, rozbój
shoplifter	jop,irita.	złodziej sklepowy
shoplifting	/ Jop. lifting	kradziez słdepowa
smuggler	auvāja.	przemytnik
smuggling	emoglin.	przemyt
theft	197	kradasez
thief	78[-7.	złodzej
vandal	vændal.	wandal
vandalism	/'vændajlæmv	wandalizm

	Commence of the last of the la	
chase		ścigać
commit a trime	Aka mit a kramv	popelnić przestępstwo
feline	6 пр	zwierzę z rodziny kotów koci
law-abiding	babad	przestrzegający prawa
law-breaking	/for bresking	пальханасу ргамю
obtain	ap teac	olrzymać uzyskać
rodent	fri bre	gryzoń
seagull	41.	тема
stolen goods	stadian godzi	skradzione towary
suspect	skspelity	podejrzany (podejrzana osoba)
suspicious	/sa spijasi	podejrzany podejrzliwy
witness	witnas,	świadek byc świadkiem

Vo	CABULARY 2 A	MP3 40
accuse	raikju z	oskaržać
adopt	va dopt,	przyjmować
authority	o Gorah	władza
case		sprawa (sądowa)
charge	/tfa.dz,	wmeść oskaczenie
child labour	Įu .	zatrudnianie nieletnic
defend	/diffend.	bromć, występować
		w abronie
genocide	ĮI.	Tudobojstwo-
grant	F II	nadać
International Court	/ inte næferel (lost ev	Międzynarodowy
of Justice		Trybunat
		Sprawiedinwości
International Crimina	the property of	Międzynarodowy
Court	<b>)</b>	Trybunał Karny
udge	feltyschy.	osadzić
udgment	dyvdynanti	wyrok osąd
ury	dspan	lawa przysięgłych
aw and order	b and hide-	lad porządek prawo i porządek
prohibit	ne qualitati	zakazać zabronić
regulate	regjalert-	regulować (prawnie)
regulation	regjo terjan.	przepis, regulacja
		prawna
trial	(Fa El	proces, rozprawa
		sądowa
try	ALC: HE SALE	sądzic

ONICH (DINCH	h linksmar stylingsman	Zanta Marcoom
Nations	neljanz	Zjednoczonych
International	nta næjanal	na rzecz Dziec
Children's	tjidrana	
Emergency Fund)	ma dynsi fwndi	
verdick	v 4	werdyld, wyrok
		Militain
buily		dręczyciel osoba znęcającą
(Many		sie nad innymi
-hada Maka		
click on a link	A Mark that is display	kliknąć link
con	Aunt	oszukać
conman	April materi	oszust, kanciarz naciągacz
cyber bullying		cyberprzemoc, nękanie
T		w Internecie
cybercome	sarba kraimi	cyberprzestępczość
fraud	- Proposition of the state of t	oszustwo defraudacja
fraudster		OSZUNE
hack		włamać się do komputera
		fub siec komputerowe,
hacker	- International Control	haker
identity theft	the desired	kradzież danych osobowych
junk mail	* per	niechtiane materialy
January Hall		rekiamowe przestane
		poczta
logm details	login di tella-	szczegóły logowania
_		
open an attachment	a a	otworzyć załącznik
phishing	4	Wyłudzanie poufnych
		informacji z komputera
protect (yourself)	A 16 - 11	chronić (siebie)
scam	nga Kata	przekręt, wyłudzenie.
		oszukač
Semmer	/ skame/	oszust, kahciarz
spam	Paparent .	spam, niechciana poczta
-		elektroniczna, spamować
		CICROTICE IS. SPECIOUSE
	GRAMMAR 2 A	MP3 42
CCTV (dosed circuit	sit sit to vit / kleazed	kamery, zamknięta
television)	azlot tes vizan.	sieć telewizyjna

/ju;nsef/ja;natid

#### ticket tilat/ mandat USE OF ENGLISH ↑ MP3 49 deport deportować diport, immegrant unigrant migrant, sąd dla nieletnich juvenile court dyuryanail kosty WRITING ... MP3 44 fairness sprawiedliwość hate speech mowa nienawiści Thest spirt(r put sh off odstraszać kogoś pot symback of/ strict SUFDAYY, restrykcyjny urządzenie do podsłuchu. burg psi, z rodziny psowatych canine infrared camera kamera na podczerwień. intelligence WYW Jac sniff sth out wwwęszyć coś szpieg, szpiegować SPY

fauru/

sped limit/

#### Word families

fine

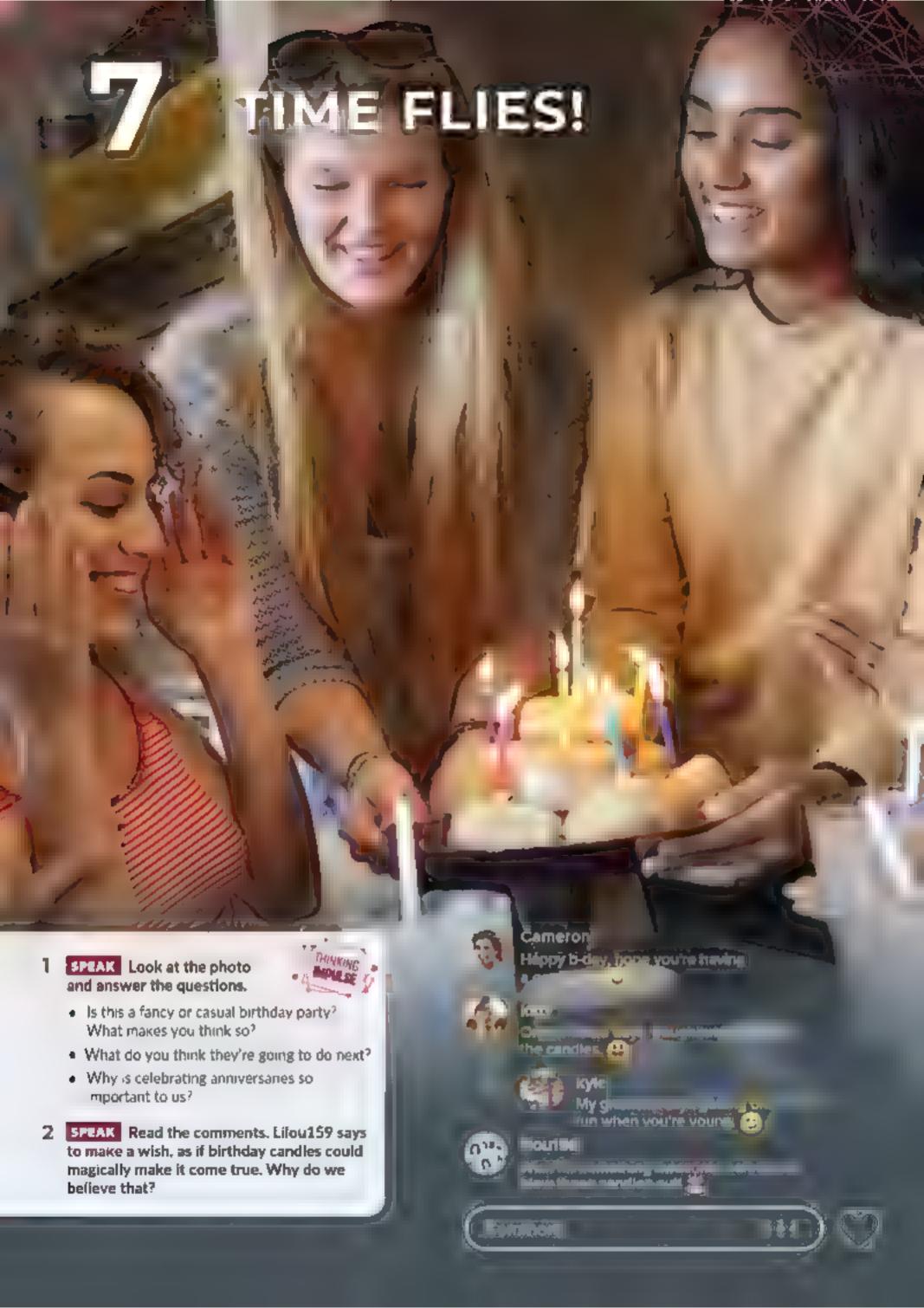
speed limit

UNICEF (United

When you learn a new word, look at the whole family of words that can be made from it. Try to organise them. in a table: nouns (abstract, people, objects), adjectives, verbs, adverbs. You might also want to check if any of them. have prefixes to form opposite meanings.

Look at the words in this unit, pick six and find as many words. in their families as you can. Use a dictionary to help you.

	Abeliant	- Mark	Adjuctive.	Advert
accused	accusation	accuse	accused /	accusingly
			accusing	



### Everyday activities · Lifestyle

- SPEAK A lot of people claim that their school years were the best time of their lives. Do you feel that they are right? Why/Why not?
  - Complete the sentences with the words from the box.

hit lifestyle mess organised sleep tidy

- 1 Do you believe you lead a healthy 200 200 200?
- 2 Do you Willefell out of bed as soon as the alarm goes off or do you walked the snooze button?
- 3 Do you leave your room in a 8 2 // or it up before you go to school?
- 4 Are you a(n) Are your person?
- 5 How often do you let and feaut?
- 6 Do you get enough & ??
- 7 How much do you? A cout at home?
- 3 SPEAK Pick two questions from exercise 2 and walk around the classroom asking your classmates. Then tell your partner what you found out.
- 4 KEY WORDS Match the highlighted phrases to pictures A-G. Some pictures match more than one phrase.

be in a rush - catch up on your reading chill out on the sofa · feed your pet · have a lie-in have a quiet night in . have/invite someone over sleep in - stay out late - turn in early



- KEY WORDS Look again at the pictures in exercise 4. Which of them shows someone who probably:
  - has a rich social life?
  - 2 leads an inactive or unhealthy lifestyle?
  - 3 loves peace and quiet?
  - 4 has a hectic, stressful life?
  - 5 reads a nocturnal lifestyle?

6 S Complete texts A-C with the highlighted words from exercises 4 and 5.

I attend drawing lessons after school and have to help out with my younger siblings, so my life is pretty - I'm basically in a 2 /// with all week. trying to keep up with my busy daily schedule. That's why at weekends I love some 3/2/2/2/2/2/2 and quiet so that I can \*/www.iii a lie-in. Sometimes I don't get out of bed till noon, statement up on my reading Books are my escape

I wouldn't be able to function without a rich 1 life, so most nights 12 months out late with my friends or invite them 3/1/2 ////// to my place It's so much fun to eat out or go clubbing. But this land of afestyle is a bit That's why on Sundays I 5 I keep bitting the snooze button till noon, and then I \* Whiteleth out on the sofa watching my favourite shows. You know – recharging my batteries. 😂

I try to lead an active and healthy lifestyle. I tidy my room in the morning to have more time later. After school, I help my mum with shopping and cooking. Then I go for a jog with our two Labradors, 19/16/16/12 them, and then do my homework and have a quiet night 2. Lusuatay 3 in around 10 pm so that I can get up early a4 lifestyle and staying up till 2 am is definitely not for me!

- SPEAK Describe your lifestyle and habits. Would they be different if you lived somewhere else, e.g. in a different country?
- SPEAK Sophie is a German student who went on a school exchange. Look at the video still from her viog and answer the questions.



- Describe the picture. Where do you think she went?
- 2 What could have been different, cool or difficult for her in this school?
- 3 Would you like to go on an exchange to a country with a totally different culture?

### (C) FAST FINISHERS

Describe your ideal day or week in six sentences. Use the vocabulary from this lesson.

### Reported speech

- SPEAK Have you ever missed someone's important day (e.g. birthday, graduation)? Why?
- 2 2.22 Existen to the message and number the sentences in the order you hear them. Do you agree with Meg's dad's decision?
  - He told me I was going to be ready for the next test.
  - b I really thought it wasn't that difficult.
  - c You said you were counting on me.
  - d. He said he had seen these problems before.
  - My chemistry teacher told my parents that I would have to attend summer courses.
  - f I really thought I could handle it.
  - My chemistry teacher told my parents that I had to retake the last two tests.
  - h He said that way back before we were even born, our dad had had exactly the same problems with Mr 8.1
  - I told my parents yesterday that I had studied hard with Mike the previous day
- 3 E Look at the video still and study the grammar table. Then complete it with with examples a i from exercise 2.

#### Key Grammar

#### Reported statements

We use reported speech to report something that someone said. We need to change the tenses that the speaker originally used. We also change pronouns, possessive adjectives, and expressions of time and place

Direct speech		Reported speech
present simple	+	past simple * b
present continuous	•	past continuous 2
past simple	-	past perfect <sup>3</sup>
past perfect	-	past perfect <sup>4</sup>
present perfect	-	past perfect <sup>6</sup>
will	-	would *
can	+	could *
must/have to	-	had to*
be going to	-	was/were going to 1/1/



Grammar Reference \$116

- 4 Rewrite the sentences from exercise 2 in direct speech.
  - a "You're going to be ready for the next test"
- 5 Rewrite the sentences using reported speech.
  - 1 Sam: 'No one has achieved such a score before.'
    Sam said that no one had achieved such a score before.
  - 2 Jamie: 'I won the competition because I had practised for months.'
  - 3 My grandma: "I'm not going to use this rec pe again.
  - 4 My mum: "You must survive without social media for a few days."
  - 5 The company: "We can solve this problem
- 6 Study the grammar table and sentences a-d.
  Then match the sentences to the rules.
  - a He suggested I should take one test a week.
  - b I asked Mr B. to give me two weeks.
  - c My dad told me not to go to any parties.
  - d My brother, Mike, has offered to help me.

#### Key Grammer

Reported requests, offers, suggestions and commands

#### Requests

'Please give me two weeks!' - 1b

#### Offers

"I'll help you." → 1

#### Suggestions

1 suggest one test a week. - 1999

#### Commands

Don't go to any parties." -> 1

- 7 2.23 Existen and match the sentences to the speakers.
  - He asked me to call back when I got the message.
  - My friend suggested that we should meet at midday.
  - c The shop assistant offered to help me.
  - d She told us not to leave bags unattended.
  - 1 2.10
- 2 2 /
- 271
- 4
- 8 Rewrite the sentences using reported requests, offers, suggestions and commands.
  - 1 Ann (to the teacher): Can you give us an example, please?
  - 2 The teacher 'How about working in pairs?'
  - 3 My classmate: 'I could help you.
  - 4 The teacher: Don't start exercise 7 yet."
- 9 SPEAK Report three things your teacher said during this lesson.

### **€** FAST FINISHERS

Write five sentences reporting a conversation between characters in a film/TV series.

### A stimulus based conversation

- SPEAK What are the best activities to make a birthday party more fun?
- 2 2.24 Look at the pictures, listen to the message and answer the questions.







- 1 Which activity did he choose? Why?
- 2 Why didn't he like the other options?
- 3 2.24 Z Listen again and complete the Key Phrases.

### Key Please

#### A stimulus based conversation

#### Choosing one option

I think it's a "#########good bet because ... First of all, it's great because ... It also has the advantage of (a huge choice of) There are 2000 - Worf different things to do there I'd definitely go for (option one) since More people will be intrigued by / interested in I think/be leve it's the best choice. I suppose it's more appropriate/eye-catching than

#### Rejecting other options

As for the other (two). ... isn't for everyone. Not everyone enjoys / is drawn to Some people might 3 222 / Acc. 22 to ... I really dislike 4/40 for 2006 that ... That's a huge argument against it. It's (crowded) compared 3 So, that's (probably) the least appealing option.

- 4 Write sentences from the prompts. Use the Key Phrases.
  - 1 think / safe / bet / is / entertaining
  - 2 has / advantage / showing / wide choice / activ bes
  - 3 painting / simply / not / everyone
  - 4 dislike / fact / show / only / one kind of art
  - 5 third poster / be / least appealing / option.
  - 6 rt / not / eye-catching / compared / the other one

5 See Look at the photos and do the task. Student A, look at the task below. Student B, look at page 156.

Twoja szkoła organizuje Klub Planszówek, Poproszono Cię o pomoc w wybraniu plakatu, który będzie go reklamował. Powiedz, który plakat wybierasz, i wyjaśnij, dlaczego odrzucasz drugą propozycje





- 6 Processions Answer the questions.
  - Do you think board games will disappear because of the growing number of computer/online games? Why/Why not?
  - Does it make sense to learn to knit or make pottery or jewellery these days? Why/Why not?

### FAST FINISHERS

Create a slogan for a poster that would encourage young people to spend more of their time on creative or artistic activities.

### A timeline about time-filters

- SPEAK Look at the pictures on page 107 Do you recognise these things? Have you ever used them?
- 2 Read the WATCH OUT | SKILLS box and decide if the sentences 1-4 present facts or opinions.
  - 1 Fans argued that it was great.
  - 2 Three years later, Facebook reported that the number of registered users had reached 30 million.
  - People complain that social media are damaging our social skills.
  - 4 According to research, kilds who play video games have better reflexes.

### Facts vs opinions

Texts you read present both facts and people's opinions. To learn to recognise them, look at the phrases below.

Introducing facts	Introducing opinions
It is reported / (someone)	Some people said / It is
reported that	said (that)
Statistics show that	People argue/clam/
According to research,	complain that
(Someone) announced that	Experts suggest that
(e.g. 800 million) people	Perhaps/Maybe

- 3 Scan the text on page 107 and find three examples of presenting opinions and facts.
- 4 2.25 Read the text and answer the questions.
  - 1 How many Rub k's Cubes have been sold?
  - 2 Who are the main characters in the Mario Bros video games, and who are their enemies?
  - 3 What language(s) could Furbles speak?
  - 4 How much time do people spend on Facebook every day?
  - 5 What's the difference between the original Pokémon and Pokémon GO?
- 5 Read the text again and complete the summary with up to five words in each gap.

### Historia (niejednego) szaleństwa

- 6 KEY WORDS Complete phrases 1-8 using the highlighted words from the text. Then match them to definitions a-h.
  - 1 2 out and about
  - 2 % arcades
  - 3 a Sundiculation gadget
  - 4 follow the latest
  - 5 % the Rubik's Cube
  - 6 West front out games for reality / consoles
  - 7 a popular time-
  - 8 a comeback
  - a a device/object that many people want to have
  - b put console/augmented reality games on the market
  - c be successful again after a long break
  - a place to play video games on money-operated machines
  - something that a lot of people fike to do in their free time
  - f leave home or go out
  - g turn the cube until each side is one colour (on a classic six-colour cube)
  - for in the activity that has suddenly gained popularity
- 7 Complete the text with the highlighted words and phrases from the text.

I was never one to 14 the latest crazes. If all of my have gadget within weeks friends owned a 1 of its launch, I simply laughed at them. If Xbox 3 a new adventure game for their console, or if a classic game. 2 a comeback —I didn't get excited about it. I had my own time 5 120 depathly, ake playing chess or Sudoku puzzles, if I played games, it was in a vintage 7 4 2014 (1994) arcade they diopened near my grandparents' house. And if the weather was nice, I liked to get out and a described and explore the real world. And then my cousin showed me the " Michaella reality." games, like Minecraft Earth, And now I'm hooked I waik around parks and streets and see them on my phone screen filled with Minecraft objects.

### 8 SPEAK Answer the questions.

- 1 What else could you add to the timeline? Justify your choices and compare them with your partner
- 2 Do the things on your list waste time? Do any of them save time? Do they have any other advantages?
- 3 Do you agree with the saying: 'Time you enjoy wasting is never wasted'?

### **(1)** FAST FINISHERS

How can the saying 'Don't waste your life living somebody else's life' be understood in the age of social media? Do you agree with it? Write a short post illustrating your point of view.

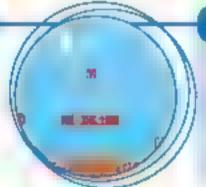
# Timeline: filling time through the decades!

Check out this timeline of the most popular time-fillers over the years. What would you add? Send us your ideas!

When the Rubik's Cube craze began in 1980, some people said that it would never ast. But more than 350 million cubes have been sold since then, and competitive cubers are constantly setting new world records for the fastest time to solve the cube – which is less than five seconds now! If you d like to try your hand at it, then go to YouTube, where lots of cubers' are offering to share their secrets:



1



### Mario Bros

Do you remember Mario and Luig.? These brothers – some people argued that they were twins – were plumbers who had to battle strange creatures that came out of the sewers under New York City. In the early 1980s, players crowded the video arcades to see if they could defeat the creatures. Soon afterwards. Nintendo announced that they were bringing out Super Mano Bros for home computers and game consoles.



### **Firm**

A robotic creature called *Furby* was the must-have new gadget of 1998. Furbles spoke their own language (Furbish)—replying doo-dah ('yes') or 'boo ('no') when their owner told them to do something. They were also able to learn. English to such an extent that the US National Security Agency actually banned them from its buildings because some people claimed that they could repeat top-secret information: Relaunched in 2016 with speech recognition chips, *Furby* is still going strong



2004



### Facebook

Facebook wasn't the first social networking site of the new millennium, but when it was introduced, it soon became the leading one. It gained 1,200 users in the first twenty-four hours, and a mere three years later reported that the number of registered users had reached 30 million. Nowadays, more than a billion people around the world devote a total of 950 million hours a day to Facebook, documenting their own lives or following those of other people!



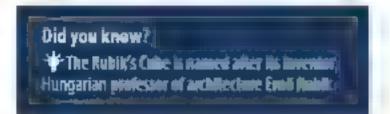
### Pokémon GQ(

Twenty years after the original Pokemon craze the pocket monsters made a comeback in Pokemon GO. This time players following the latest craze had to use the GPS on their mobiles to find augmented reality creatures. Some people complained that the game was a health hazard because players were loo distracted and didn't pay enough attention to their surroundings, but lans argued that it was a great way to get out and about and explore your area. Clearly, many people agreed – after just two years, the Pokemon Company announced that it had had more than 800 million downloads.



### What's next?

What do you think the next big craze will be? Some experts suggest that mobile devices will vanish in twenty years, time, so perhaps we'll be playing games on chips implanted in our bodies. Or maybe the old twentieth century time-fillers will make a comeback.



### GLOSSARY |

chip (microchip) mikroprocesor

plumber - hydraulik sewers - kanalizacja

speech recognition rozpoznawanie mowy

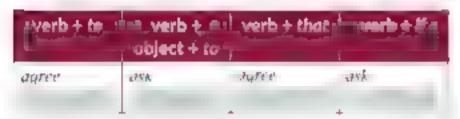
### Reporting verbs

1 SPEAK Do you complain a lot? Why/Why not? If yes, what about?



Complete the table with the reporting verbs from the box. You can use a dictionary to help you. Some verbs match more than one category.

add admit ogree ask claim complain confirm explain invite promise refuse say shout tell wonder



3 KEY WORDS Check the meaning of the highlighted reporting verbs. Then match six of them to definitions a-f.

advise • announce • apologise • argue • assure confess • deny • forbid • insist • persuade point out • report • reveal • threaten • warn

- a to tell someone that something is dangerous
- b to say firmly that something must be done
- to tell someone something that was a secret.
- d to make a public or official statement
- e to give reasons why you believe something
- f a phrasal verb that means 'to tell someone something'



- 4 Match the statements to some of the highlighted reporting verbs from exercise 3.
  - No, I really don't waste time playing games on my phone!"

deny

- 2 "We will be the biggest social networking site in the world."
- 3 I'm really sorry I put that information on Twitter '
- 4 'The company must give me a refund
- Be careful, if you download programs from this website, you can get a virus."
- 6 'You should get him
  a historical novel, he loves
  history

5 Read the text and choose the correct options.
Who do you think the police might arrest next?



The Daily News \* reported / assured that a murder had been committed yesterday afternoon. A man was arrested, but he \* womed / denied that he had committed the crime. He \* assured / threatened the investigators that he had been at work from 9:00 until 5:00. When the police questioned his business partner, she \*insisted / persuaded that he had not been in the office all day Later, the ponce \*revealed / confessed that the same fingerprints had been found in the office and at the crime scene. \*announcing / advising that they were about to make a second arrest.

- 6 Look again at the reporting verbs in exercise 5.
  Which verb pattern from exercise 2 do they all follow?
- 7 2.26 Listen and match the verbs from the box to recordings 1-5.



- 8 SPEAK Take turns and guess what these people actually said.
  - 1 Luis invited us to dinner

Why don't you came over for dinner?

- 2 Sam denied that he d taken my book.
- 3 John insisted that I should see that movie.
- 4 fan forbade me to follow him.
- 5 Carrie assured her parents her sister would be taken care of.
- 6 Mary pointed out that it was time to go home.
- 7 Tia argued that we should stay longer

### **FAST FINISHERS**

A Choose two reporting verbs from exercise 3 and draw simple pictures or cartoons illustrating their meaning.

### A radio quiz about time

- SPEAK What expressions related to time are there in your language?
- 2 KEY WORDS Read the dialogue and look at the highlighted expressions. Can you guess what they mean? Are there any similar expressions in your language?
  - Max Where's Abby? We're running out of time!
  - You know her She never plans anything Gail and is never on time. She needs to learn to manage her time. Oh, there she is! Better late than never, Abby!
  - Abby I'm not rate, am I? This morning my mum suggested I should make time for some physical activities. So I said There's no time like the present' and went rollerblading
  - Let me guess. Time flies when you're having Max fun, and you forgot all about the cake.
  - Abby Well ... Kind of ... But I'm here, and we still have almost three hours, so I say - perfect timing.
  - Gal No. it's not. We should be almost done by now!
  - OK, calm down. We can't turn back the clock. Max Let's just get to work and hope nothing goes wrong. Time will tell if we can make it before the party
- 3 Read the WATCH OUT box and match sentences 1-4 with some of the highlighted idioms and sayings from exercise 2.
  - You should do something now rather than warting. unb ⊸ater
  - 2 It's better to arrive late than not to arrive at all.
  - 3 Time seems to pass quickly when you're having a good brie
  - 4 We can't change thangs that have already happened, even if we regret them.



#### Understanding idioms and sayings

An idiom is an expression which has a meaning that is different from the literal meaning of the words. Idioms and sayings are used to add interest.

Time will tell! = We'll learn the results of our actions. in the future.

- 4 Match some of the highlighted expressions from exercise 2 to definitions 1-5.
  - organise your time
  - 2 arriving at the correct time
  - 3 the right moment to do something
  - 4 not have much time to finish something
  - 5 find the time for something/someone despite being

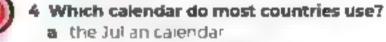


5 2.27 Look at the quiz questions and guess the answers. Then read the WATCH OUT SKILLS box, listen to the radio programme and check.

#### It's QUIZ time!

Test yourself with questions from your favourite radio quiz. This week it's a Labout T ME

- 1 Which country has the most time zones?
  - USA
  - **b** France
  - China
- 2 Which time traveller travels in a TARDIS?
  - Hermione Granger
  - Marty McFly
  - C The Doctor
- 3 What do we call the study of measuring time?
  - etymology
  - **b** horology
  - c metronomy.



- b the Gregorian calendar
- c the lunarica endar
- 5 How long does it take for the Earth to make a complete turn on its axis?
  - less than twenty-four hours
  - b twenty-four hours exactly
  - more than twenty-four hours

#### Avoiding distractors

The speakers might mention all the possible answers, but only one is correct. Read a., the options before listening so that you know what the distractors are,

- 6 🔼 2.27 🔀 📝 Listen again and complete the sentences with up to four words in each gap.
  - France's territories cover @ xx/ because they are spread all over the world.
  - 2 Marty McFly uses the time machine to work in which makes a huge difference in Marty's current life.
  - 3 The words 'horology' and hour both word.
  - 4 At first, Rachel says we have a lunar calendar. because months 🦠 🕟 🧷 are of similar length.
  - 5 Around the sixteenth century, the Gregorian calendar 4/1/4/1/
  - 6 The idea of leap years helps Rachel less than twenty-four hours is the correct answer.
- 7 SHAME Do you know any other films or TV series about time travel? Which ones would you recommend?

# (I) FAST FINISHERS

An Angio-Saxon tradition says that in leap years, on the 29 February, women can propose to men. Write a short comment with your opinion on this.

# Reported questions

SPEAK Do you ever watch quiz shows? If you do, how often do you know the answers?





- 2 2.28 Elsten to the dialogue. Tick the sentences you hear.
  - The host asked if I knew which country had the most time zones
  - 2 The guy asked which time traveller travelled na TARDIS.
  - 3 He asked whether I'd remembered to take my metronome with me.
  - 4 He asked what we called the calendar that most countries use today
  - 5 He asked how long it would take for the Earth to go around the Sun twice.
- 3 Look at the video still and study the grammar table and the underlined phrases in exercise 2. Then answer questions 1 5.

#### Key Grammar

Reported questions

We use reported questions to report a question that someone asked.

Questions with Yes/ No answers

'Do you want to go on or?' 💠

The radio station asked if/whether Rachel wanted to go on air.

Questions that begin with Wh-/How

'What do we call the study of measuring time?' -

He asked what we called the study of measuring time



Grammar Reference \* 116

- Are the tense changes the same as in reported statements?
- 2 Do we use question marks in reported questions?
- 3 When do we use if/whether?
- 4 How does the word order change in reported questions?
- 5 What happens in questions with do/does/did?

- 4 1229 Listen and repeat the direct and reported questions. Which words are stressed in reported questions?
  - 1 a 'Can you repeat the guestion?'
    - b She asked if I could repeat the guestion.
  - 2 a 'Who invented the calendar?'
    - b He asked who had invented the calendar.
- Rewrite the guiz presenter's guestions as reported questions. Think about whether they are Yes/No or Wh-/How questions, and remember to change the tenses.
  - 1 'Will the year 2100 be a leap year?'
  - 2 'What is a nanosecond?'
  - 3 'How many babies have been born this year. in the world?"
  - 4 'Is Daylight Saving Time going to be abandoned. in favour of winter or summer time?"
  - 5 Who created the phrase: Time waits for no man?
- 6 Rewrite the reported questions as direct questions.
  - I asked her where she was from. 'Where are you fram?'
  - 2 He asked me if I would learn more languages. in the future.
  - 3 She asked him how long he had lived in his current.
  - 4 Lasked them if they were going out that weekend.
  - 5 Lasked her whether she had any hobbies.
  - 5 She asked me when I had last played board games.



SPEAK Ask your partner the direct questions from exercise 6. Then report your partner's answers.

Where are you from, Ala?

I'm from Lublin, Potand.

I asked Ala where she was from, and she told me that she

# FAST FINISHERS

Imagine you have interviewed your favourite book/movie/TV series character. Write a forum entry about this interview, reporting five questions and answers.

Find the answers to the quiz questions in exercise 5 and report them to the class.

# Grammar and vocabulary practice

# 1 SPEAK What is your family's favourite way of spending free time together?

# 2 Match the sentence halves.

- 1 Do your parents insist
- 2 What latest craze
- 3 Do you own any
- 4 What do you do to get
- 5 Do you agree that there's no time
- 6 When was the last time you had a quiet
- a must-have gadgets?
- b some peace and quiet when you need it?
- c hight in?
- d on playing oid-fashioned games?
- e ke the present?
- f are your classmates following? Are you following it?

# 3 SPEAK Answer the questions from exercise 2.

#### 4 Choose the correct options.

- Psychologists advice / advise that parents should monitor kids screen time
- 2 Board games like Dixit are a(n) safe / easy bet when you're looking for a gift
- 3 Many games try to make a comeback / return and fall.
- 4 My dad denied / refused to give me money for a video games consoie.
- 5 You need to remember that not everyone enjoys /entertains competitive games.
- 6 Having to choose between kayaking, playing chess and eating out, the third option seems the least appealing / interested to me.

### 5 Complete the sentences with the words from the box. There are two extra words.

# advantage arcades assured match object pointed revealed rush timing

- The sales assistant us that it was a very popular game.
- 2 Between school, my violin lessons and aikido, I'm always in a 2/2/2/2/2/2 these days
- 3 Board games also have the \*/ \* \*/ of giving the family an opportunity to spend time together
- 4 I've only ever seen video @ / / in American movies. We don't have them here.
- 5 Jeremy perfect @@ \_\_\_\_ @! I was just telking them how you had broken that Pokemon GO record.
- 6 Maybe we shouldn't ask the players to give us too much personal information, as someone might
- 7 Alice A A A out that we're always hanging out at my house, so tonight I'm going over to her place.

# 6 Complete the sentences with the correct forms of the words in brackets, Add any other necessary words,

- 1 I wish I could tell you more about it, but we \_\_\_\_\_\_\_ (run / time) already
- 2 Tasked her 2012 2012 2012 (why / she / stare) at me, but she just looked away and walked off
- 3 Marie Addition / (offer / explain / me) how to play Crazy Eights, and I said yes.
- 4 Mark said that his plan for the winter break (be / catch) all the TV series held missed.
- 5 Mum said that if (want / stay) late, I needed to call her every hour
- 6 The company announced they

  (not / raise / prices) of
  game subscriptions for the following two years
- 7 Andrew 'and the Andrew's (apologise / criticise) my ideas.

#### 

- 1 With so many friends and acquaintances, you must have a described social life.

  If I were described with the world.
- 2 I didn't sleep wer ast night, so I'll \*\*///\*/
  In early tonight.
  It seems that every time you \*\*////
  a page of this book, there's a plot twist
- 3 I can't believe he can which the Rubik's Cube without looking at it.

  How did Holmes manage to mystery?
- 4 How about we all our favourite games on this trip?

  Did you hear that they're going to out part four of this game next year?

# #PRAINTEASER

Lasked the same question as day long, but people replied with a different answer every time. They insisted that they were telling the truth, and I can confirm that their answers were always correct. What was my question?



# FAST FINISHERS

What do your parents think of your lifestyle and free-time activities? Do they agree with your choices? Write a social media post about it using vocabulary from this unit and reported speech.

#### An article

# It's NOT all fun and games

tive oura Grap

Introduction → Imagine a teenager's room, books everywhere
a skateboard against the wall, music playing from
the computer. And the owner of these things?
Sleeping with her head on her desk. The purpose of
a teen's life is to have a good time? I don't think so?
High school is actually a lot of hard work.



- Main body 1 -> Take a look at the survey 'Your last school day conducted in our school Asked how many hours people had spent on school, commuting and homework, forty percent replied they dispent between seven and nine hours on these activities, while over half said it had been between nine and ten hours. That means it was 7 pm before the vast majority of them were free. Add to that dinner and family time, and I'd like to know how we're supposed to make time for our hobbies.
- Main body 2 The survey also asked how many hours we had spent sleeping, and guess what? Contrary to what people believe that teenagers stay up all night over ninety percent reported that they dislept eight to ten hours. Only one in ten didn't get enough sleep. But do the maths it ten hours for school plus ten hours of seep. Not much left, huh? Eight out of ten students said they didn't ded these few remaining hours between finends and family is sports and activity clubs.
- Conclusion → Time files when you re having fun? Maybe How would we know? Our time certainly files when we ve got school. So all of you guys working so hard—hang in there summer will be here in just two months, and then we can sleep all day and stay up all night!



# Your last school day

How long did you spend ...

- at school?
- travelling to/from school?
- doing your homework?
- sieeping?

ad minutes / hours

d₂ hours

a hours

a minutes / hours

How much free time did you have? 🧸 hours



- 2 Read Laura's article. Are any of the answers the same as your answers to exercise 1?
- 3 Read the article again. Which part(s):
  - a provide(s, final thoughts on the issue?
  - b present(s) the topic?
  - c talk(s) about various aspects of the issue?

# 4 Read the WATCH OUT SKILLS box and find examples of a-f in the article.

- a contractions
- b exclamation marks
- c questions
- d addressing the reader
- idioms
- f colloquial vocabulary

#### CHARLES THE REAL PROPERTY OF THE PERSON NAMED IN COLUMN 1

Writing an article

An article is usually written in an informal style. When writing an article, you should:

- have a title;
- try to make the first paragraph interesting to draw the reader in:
- use separate main body paragraphs of balanced length for separate aspects of the issue;
- have a closing paragraph with final thoughts/ opinions;
- use informal language and a chatty tone,
   e.g. contractions, exclamation marks, questions,
   addressing the reader idioms and colloquial
   grammar and vocabulary.

#### 5 Choose the informal sentence in each pair.

- 1 a Time waits for no one, so don't waste it<sup>1</sup>
  - b The important things shouldn't be postponed. because at some point it might be too late for them.
- 2 a They've planned tons of cool stuff for the weekend.
  - b A variety of exciting activities have been planned for the weekend.
- 3 a It was then quite natural to wonder what they should do.
  - b What would you do in their place?
- 4 a It is no surprise that they like to sleep longer at weekends.
  - b You can't blame them for sleeping n at weekends.
- 5 a The a ternative? Let's see ...
  - b Other options need to be considered.
- Study the Key Phrases box. Put the expressions of quantity in order, from the smallest to the biggest. Which ones can be written in percentages?

#### Key Phrases ~

#### Talk ng about statistics

a large proportion (of) almost half eight out of ten half of the people more than half / over half one in four over ninety percent the (vast) majority (of) the minority (of)

- 7 📝 Find six statistics in Laura's article. Write each one in a different way.
- SPEAK Look at the 'Time management' survey results. Can you think of any other ways in which teenagers waste and save their time? Make a list.

#### SURVEY RESULTS – time management

- 1 What did you do to save time yesterday?
  - About a quarter of my class said that they had got up ear ler so that they d have more time.
  - Fifty percent had used public transport because it was quicker than walking.
  - Ninety-five percent had used technology. to save time (e.g. for doing chores at home)
- 2 How did you waste time yesterday?
  - Ten percent of respondents said that they had spent too much time sleeping.
  - About half of the people in my class. reported that they had watched too much TV
  - The majority eighty-five percent, admitted that they had wasted time online.

## 9 Do the writing task. Follow the steps in the Writing Planner.

Napisz artykuł na 200-250 słów o tym, jak nastolatki zarządzają swoim czasem. Przedstaw sposoby na oszczędzanie czasu. Napisz też, jak jest on marnowany

#### WRITING PLANNER

Think about ways of saving and wasting time Use ideas from exercise 8 and your own ones. Think about the title, an interesting introduction and the conclusion.

#### PREPARE

Make notes and organise them into four paragraphs.

- introduction to the problem of time management.
- 2 ways to save time
- 3 ways to waste time
- conclusion (can include your opinion) or helpful suggestions)

Next to each point, note down the Key Phrases and other words you want to use. Use Laura's article to help you.

#### WRITE

Write your article. Use your notes and the Key Phrases.

#### CHECK

Read your article and answer the questions. Have you included and developed both parts. of the instruction? Is your text within the word limit (200-250)

 Have you checked your article for spelling. mistakes?

# **FAST FINISHERS**

words)2

What advice would you give to someone who is never on time? Make a list of suggestions.

Find out how much time a teenager leading a healthy lifestyle can spend in front of the screen. How does your life compare to these numbers? Are you spending too much time glued to the screen? Why?



# Complete the idioms about time.

- 1 There's no time like
- 3 Time flies when 2 7 7
- 4 Better late 1977
- 5 Perfect (2)
- 6 You can't turn 3

# 2 Complete the sentences with the correct prepositions.

- 1 We should turn % and pearly tonight, as we're leaving early in the morning.
- 2 Dad, is it OK if I invite my two best mates tomorrow night?
- 3 We've been stuck at home for weeks now We really need to get out and more.
- 4 Movie marathons are a good way to catch on a particular series.
- 5 For a morning person like me, steeping till noon is really a waste of time.
- 7 He pointed Addition that the fans were not as excited about their new game as in previous years.

#### GRANINA

# 3 Complete the second sentence so that it means the same as the first one.

- 1 Have you slept enough? she asked.
  She asked
- 2 I've never prayed this game! he said.
  He denied
- 3 'We're leading a rather noctumal life at the moment,' she said.
  She said.
- 4 Please don't reveal my magic trick to anyone,' he asked.
  - He told
- 5 If you touch my things one more time, i'll tell Mum what you did,' she said.
  She threatened
- Write sentences using the prompts. Put reporting verbs into the past simple.
  - 1 Blake / argue / console games / better / computer games
  - 2 rabel / warm / game / include / adult language
  - 3 my school counsellor / suggest / should / lead / less / hectic life
  - 4 game master / ask / everyone / play / game / before
  - 5 mum / say / dis ike / fact / I / chill / sofa / every Sunday afternoon
  - 6 17 advise / my cousin / have a quiet right in

# Description 0000000

# 5 Complete the text with the correct words formed from the words in capitals.

Captains of the school footbal, team or class presidents are they're cool and have rich social lives. But a computer geek like me is supposed to lead a boring and 2 (ACTIVE) lifestyle. Not true. Yes, I'm glued to the screen, but I'm like a private investigator. You see, in the world of virtual gaming there are 🥙 🗸 📝 💛 📝 (THEFT) who steal people's gaming accounts, take over their items and sei them to other gamers for real money. When that happens to my friends, I try to help. Last week it was my friend Bir He'd got some update emails from the game distribution. service and didn't read them # 22 × 2000 / 2 (CAREFUL) enough. Just clicked on the link and ... lost access to his account It's 3 2/2012/2012 (BELIEVE) how easy it is to trick people. I helped him recover his account. Studying how hackers work is my hobby now but, in the future. I'd like to work for the government. If be 10 22. 160. (STRENGTH) their security and keeping them safe against hacker attacks. Now, that's cool, isn't @?

# 6 🥏 📝 Choose the correct options.

### Time Travel: Doctor Who

For anyone <sup>1</sup> lives on another planet and doesn't know. *Doctor Who* is the longest running science-fiction TV programme ever It <sup>2</sup> one of my favourite programmes since I was a kid. I <sup>3</sup> five years old when I first persuaded my parents <sup>4</sup>

me stay up tate to watch it. And t was hooked. So was really happy when someone if the that the next Doctor if a woman, 'About time,' I thought Jodie Whittaker became the Doctor when Peter Capaldi if '222' 'regenerated' (the Doctor's race, Time Lords, renew themselves, changing their character and appearance). Travelling through time, the Doctor met a lot of famous people, including Leonardo da Vinci and Einstein, and made me wish if time-travel if it ever happened, if '222' to Ancient Rome or Renaissance litely. And you?

1	A who's	B who	C whose	D	where
2	A were	B was	C has been	D	had been
3	A should be	B was being	C would have been	D	must have been
4	A for letting	B let	C to let	D	letting
5	A said	<b>B</b> explained	C told	D	announced
6	A is	B will be	C would have been	D	was going to be
7	A would be	B was	C was getting	D	has
8	A were able	B can	C could	D	will be able to
9	A travelled	B travel	C will travel	D	would trave

# 2 30 Listen to two recordings and choose the correct options.

#### Text 1

- According to Judy, the real problem with teens' time management is that they
  - A waste time between assignments.
  - B have too much homework.
  - C schedule their work far too late.
  - D have too many activities.
- 2 Judy explains
  - A in what ways procrastination is bad for us.
  - B the psychological reasons why people procrastinate.
  - C how the Pomodoro method helps deal with procrastinating.
  - D how to decide how much time you need for a given activity.
- 3 The main idea of the podcast is to
  - A make people aware that they're wasting their lives.
  - B show that it's possible to do all your work and still have time for yourself.
  - C promote the apps that use the Pomodoro technique.
  - D encourage people to take a break from time to time.

#### Text 2

- 4 Which of the following is stated. in the dialogue as an opinion not a fact?
  - A The apps work well for responsible kids.
  - B The Pomodoro method really works.
  - C The simpler the app, the better.
- 5 Which of the following reflects the caller's feelings about time management apps?
  - A He is concerned they do more harm than good.
  - B He is enthusiastic about such apps for adults.
  - C He is upset they didn't help his children.

# 

W Twojej szkole planowana jest kampania o potrzebie prowadzenia aktywnego trybu życia. Poproszono Cię o wybranie plakatu promującego tę kampanię. Z poniższych plakatów:

- wybierz ten, który. Twoim zdaniem, najlepiej zachęci młodzież do zainteresowania się kampanią, luzasadnij swój wybór;
- wyjaśnij, dłaczego odrzucasz pozostałe propozycje.

# FUN & HAPPINESS are OUTDOORS







Time waits for no one. WHAT AREYOU WAITING FORF

- Do you think a lot of teenagers are addicted. to their phones or computers?
- 2 Do you think board games will slowly die out in favour of augmented reality games?

### Read the quote and answer the questions.

It is the time you have wasted for your rose that makes your rose so important.

Antoine de Saint-Exupery, French Writer, 1900–1944)

- What does it mean that the time wasted on something makes it important? Do you agree with it?
- Do you think that the time given to the rose was really wasted? Why/Why not?
- Should we always try to spend our time on something that others would consider important, valuable or educationar<sup>3</sup>

## Read the instructions and do the task.

Portal internetowy dia młodzieży ogłosił konkurs ha artykuł o tym. jak młodzi ludzie spędzają wolny. czas Zredagu) artykuł (200-250 słów), w którym opiszesz jak młodzi judzie mogliby aktywnie wykorzystać wolny czas i zasugerujesz, jak ich do tegozachecić.

#### 7.2 Reported speech

Mowa zależna stuży do przytaczania naszych wypowiedzi lub wypowiedzi anyth osob, np. I'm in a rush, Tom said. -- Tom said that he was in a rush.

#### Cząsowniki wprowadzające mowe zależną.

Aby przytoczyć czyjeś słowa w mowie zależnej, używanty tzw. reporting verbs. np., soy czy tell. Różne czasowniki występują w różnych konstrukcjach: składniowych.

- czasownik + (to somebody) + that, np., complam, confess, explain, say shout-They explained that they wanted to have a quet right in.
- czasownik + somebody + that, no., assure, inform, promise, tell, threaten, worn; The receptionist assured us that the area was safe.
- czasownik + that np.: odd. admit, agree, announce answer, argue, claim. comment confirm deny ansist, point out, report, reveal; Henry denied that his life had become too hectic.
- czasownik + bezokolicznik z to, np., agree, rejuse. She refused to write the essay for me
- czasownik + somebody + bezokolicznik z to, ng.; advise, forbid. invite: My cousins invited me to stay at their holiday home in France.
- czasownik + if np., osk wonder I wondered if you had told me the truth.

#### Zmiany w czasach gramatycznych

zeżeli czasownik wprowadzający zdanie w mowie zależnej występuje. w czasie przeszłym, wówczas należy zmienić czas gramatyczny w przytaczanej. wypowiedzi.

Direct speech	Reported speech
Present simple The school fair starts on Friday	Past simple The head teacher informed us that the school
afternoon.	for started on Enday afternoon.
Present continuous	Past continuous
'We're flying to Las Vegas this summer!	They armounced that they were flying to Las Vegas that summer
Past simple i had a really bad headache,"	Past perfect  Mum admitted that she had had a really bad headache
Past perfect 'We had never done it before.'	Past perfect They added that they had never done it before
Present perfect  She has written one chapter.'	Past perfect Mick said that she had written one chapter
will (future simple) A train will be cheaper '	would     Dod told us that a train would be cheaper
con	could
'He can't do it on his own "	Sally argued that he couldn't do it on his own
must/have to 'You must be quiet '	had to The teacher said that we had to be quiet
be going to	was/were going to
i m going to chill out tonight."	Ed sold that he was going to chill out that night.

#### UWAGA!

Jeżeli przytaczane zdanie jest wciąż prawdziwe w chwill, kiedy je przytaczamy, możemy pominąć zmiane czasu, np. I feed my dog twace a day.' → Sam told me that he feeds his dog twice a day

#### tnne rodzaje zdań w mowie zależnej.

- Aby przytoczyć czyjąś prośbe (a request). używamy konstrukcji: ask + somebody + (not) + bezokolicznik z ta. np., 'Can you open the window?'  $\rightarrow$ The teacher asked us to open the window. 'Please don't do that.' - My friend asked me not to do that
- Aby przytoczyć czyjąś propozycję (an offer), stosujemy konstrukcje: offer bezokolicznik z to, np. 'I'll make you a cup of tea.' → She offered to make me a cup of tea.
- Aby przytoczyć czyjąś sugestię: (a suggestion), użyjemy konstrukcji: suggest + czasownik z końcówką ling. 'Let's have fish and chips for lunch,' → He suggested having fish and chips for funch.
- Aby przytoczyć czyjeś polecenie lub rozkaz (a command), stosujemy konstrukcje: tell + someone + (not) + bezokolicznik z ta, np. Turn down the volume!' → He told me. to turn down the volume. 'Don't go out in the rain!' -> They told me not to go out in the roin.

#### lnne zmiany w mowie zależnej.

Jeżeli czasownik wprowadzający zdanie: w mowie zależnej występuje w czasie. przeszłym, poza czasami gramatycznymi należy także zmienić niektóre wyrażenia:

- określniki czasu i miejsca. now then/at that time: today - that day tonight - that night yesterday the day before last (month) the (month) before tomorrow the next /following day next (week) the following (week): (three hours) ago (three hours) before/earlier.
- zaimki wskazujące: this that: these - those

# 7.7 Reported questions

Aby w mowie zależnej przytoczyć czyjeś pytanie używamy czasownika ask. Zwróć uwagę na to, że czasy gramatyczne. określenia użasuk miejsca oraz zamki wskażujące zmieniają się w pytaniach w tało sam sposób jak w zdaniach twierdzących, np. Are you doing anything toright?  $\rightarrow$  He asked if I was doing anything that out to

#### Yes/No questions

Przytaczając pytania ogólne, stosujenty konstrukcję ask + (someone) + if/whether Po if/whether pytanie przyjmuje szyk zdania oznajmującego, np.,

Can you play the piano?'  $\rightarrow$  They asked (me) whether I could play

#### Wh- questions

Przytaczając pytania szczególowe. Używamy konstrukcji: ask + (sameone) + zaimek pytajny. Po zaimku pytanie przyjmuje szyk żdania ożnajmującego, np. 'How long did it take you to write the essay?' → He asked (me) how long it had taken me to write the essay

#### **KEY WORDS**

	ABURARY 1 1	
be in a rush	biin a raji	spieszyć się
catch up on your	kælij Apiton p	nadrabiać zaległości
reading, favourite series	mdin fewarat sar- z	w czytannu/ogłąciania ulubionego senalu
thill out on the sofa	tji aut on de saufe)	relaksować się
Ahaved		na kanapie
doughnut		pączek
eat out fancy	P .	jesc poza domem wykwintny, wymyslm
sed your pet	fid <sub>i</sub> a 'pet/	nakarmić swojego
our ton but	or to far pers	zwierzaka
have a lie-in	havy a liquin.	poleżeć
have a quiet night in	have a lowest hair in-	spędzie noc w zaciszu domowym
have/invite someone over	have in yet samean	zaprosić kogoš do siebie
nectic	hektilo	gorączkowy szalencz
help out	10	pomóc
hit the snooze button	ul	nacisnać przycisk
		drzemia
nactive	'm arkty.	nieaktywny
lead a (healthy)	Fida hel9f	prowadzić (zdrowy)
Irfestyle	HF ii	styl zycia
ifestyle	[il il	styl zycia
noctumal	Amok tachel	nocity
organised	· (	zorganizowany
peace and quiet recharge one's	pi s en lovalet	casza r spokój natadować swoje
batteries	b -г	batene
nch social life	7) 77 11	bogate życie
icr social in a		towarzyskie
sleep (n	slirp inv	spać do póżna
stay out late	ster aut Test	wracać do domu pôżi
tressful	/'stresfal.	stresusący
hdy up	ach	posprzątac
turn as early	tate in artic	wcześnie się położyć
unhealthy	λη helθi.	niezdrowy
	PEAKING OUT ME	3 47
appealing	·p·r	ростадајасу
board game	b deim	gra planszowa
eye-catching	a F Stpr	wpadający w oko
knit	1	robić na drutach
pottery	DOI IT	garncarstwo
	SASTING TO ME	2 48
		_
ummented reality		PROPERTY AND PROPERTY.
ugmented reality	/o g,mentid nuelati	rzeczywistość
		walczyć (z czymś),
battle	/big,mentidin aelah //baetal/	wakczyć (z czymś), zwakczac
pattle oring out	/batal/ bng act	wakczyć (z czymś), zwakczac wprowadzie na rynek
oattle oring out traze	/big/mentidin/pelahi/ //baetal/	walczyć (z czymś), zwalczac wprowadzie na rynek trend
pattle pring out graze growd	/baetal/ bnn act-	walczyć (z czymś), zwalczac wprowadzie na rynek trend troczyć się
battle bring out craze crowd devote	/baetal/ bnn act-	wakczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyć się postyjęcić
pattle pring out graze growd devote	/bastal/ bng act- kreiz-	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyć się poswięcie rozkojarzony
pattle pring out praze prowd devote distracted	/big,mentidin selah  /baetal/ bnnj apti- kreiz.	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyć się posyrięcie rozkojarzony rozproszony
pattle pring out praze prowd devote distracted	/big,mentidin selah  /baetal/ bnnj apti- kreiz.	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyc się posyrięcie rozkojarzony rozproszony podążac za
pattle pring out praze prowd devote distracted follow the latest craze get (sb) out and	/big,mentidin selah  /baetal/ bnnj apti- kreiz.	walczyć (z czymś), zwalczac wprowadzie na rynek trend troczyc się poswięcie rozkojarzony rozproszony podązac za namowszym brende wyc agnąc kogos
pattle pring out praze prowd devote distracted follow the latest craze pet (sb) out and about	/baetal/ bnry act- kreiz-  folso de letist kreiz	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyć się poswięcie rozkojarzony rozproszony podążac za namowszym brende wyć agnąć kogos z domu
battle bring out craze crowd devote distracted follow the latest craze get (sb) out and about health hazard	/bigmentidin selah  /baetal/ bnn aoto kreus  folao da letist krou get symbodi) aotond	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyc się poświęcie rozkojarzony rozproszony podążac za namowszym brende wyc agnąc kogos z domu zagrożenie dla zdrow
pattle pring out praze prowd devote distracted follow the latest craze pet (sb) out and about nealth hazard mplant	/bigmentidin selah  /baetal/ bnn aot- kreiz.  /blac da lietist kreiz  qet symback) aot and  " /m plo:nl/	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyc się poświęcie rozkojarzony rozproszony podążac za namowszym brende wyc agnąc kogos z domu zagrożenie dla zdrow wszczepić
pattle pring out praze prowd devote distracted follow the latest craze pet (sb) out and about health hazard mplant make a comeback	/bastaly bnry active kreiz  folso da letist kreiz  qet symback) active  /miplojot/ /mesk e 'kwaybast/	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyc się poświęcie rozkojarzony rozproszony podążac za namowszym trende wyc agnąc kogos z domu zagrożenie dla zdrow wszczepić powrócie
crattle cring out craze crowd devote distracted follow the latest craze pet (sb) out and about nealth hazard mplant make a comeback mere	/bastal/ bnn act- kreiz- /bastal/ bnn act- kreiz- /bastal/ /bastal- /bastal- /mplo:nl/ /mplo:nl/ /moke-kam,bat/ /tolor	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyć się poświęcie rozkojarzony rozproszony podążac za namowszym brende wyć agnąć kogos z domu zagrożenie dla zdrow wszczepić powrocić sam, tylko
paitie pring out praze prowd devote distracted follow the latest craze pet (sb) out and about health hazard mplant make a cometacit mere must-have gadget	/bastaly bnry active kreiz  folso da letist kreiz  qet symback) active  /miplojot/ /mesk e 'kwaybast/	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyc się poświęcie rozkojarzony rozproszony podążac za namowszym brende wyc agnąc kogos z domu zagrożenie dla zdrow wszczepić powrocić sam, tylko niezbędny gadżet ponownie wprowadz
battle bring out bring out bring out browd devote distracted follow the latest craze get (sb) out and about health hazard mplant make a comeback mere must-have gadget	/bactaly bnry acts krece.  folso de retrist krece qet symback act and " /m plo;nt/ /masthery "gardyit/ /masthery "gardyit/	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyc się poświęcie rozkojarzony rozproszony podążac za namowszym brende wyc agnąc kogos z domu zagrożenie dla zdrow wszczepić powrocić sam, tylko niezbędny gadżet ponownie wprowadz na rynek
battle bring out craze crowd devote distracted follow the latest craze get (sb) out and about health hazard implant make a cometacit mere must-have gadget relaunch	/bastal/ bnn act- kreiz- /bastal/ bnn act- kreiz- /bastal/ /bastal/ /bastal/ /bastal/ /bastal/ /bastal/ /mplo:nl/ /mestal/actand/ /mor/ /masthary 'gardyt/  solv do ru biks kjurby	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyc się poświęcie rozkojarzony rozproszony podążac za namowszym brende wyc agnąc kogos z domu zagrożenie dla zdrow wszczepić powrócić sam, tylko niezbędny gadżeł ponownie wprowadz na rynek ułożyć kostkę Rubika
battle bring out craze crowd devote distracted follow the latest craze get (sb) out and about health hazard mplant make a cometack mere must-have gadget relaunch solve the Rubik's Cube	/bactaly bnry acts krece.  folso de retrist krece qet symback act and " /m plo;nt/ /masthery "gardyit/ /masthery "gardyit/	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyć się poświęcie rozkojarzony rozproszony podążac za namowszym brende wyć agnąć kogos z domu zagrożenie dla zdrow wszczepić powrócić sam, tylko niezbędny gadżeł ponownie wprowadz na rynek ułożyć kostkę Rubika wypełniacz czasu
battle bring out craze crowd devote distracted follow the latest craze get (sb) out and about health hazard implant make a comeback mere must-have gadget relaunch solve the Rubik's Cube time-filler	/bastal/ bnn act- kreiz- /bastal/ bnn act- kreiz- /bastal/ /bastal/ /bastal/ /bastal/ /bastal/ /bastal/ /mplo:nl/ /mestal/actand/ /mor/ /masthary 'gardyt/  solv do ru biks kjurby	wakczyć (z czymś), zwakczac wprowadzie na rynek trend tłoczyć się poświęcie rozkojarzony rozproszony podążać za naprowszym brende wyć agnąć kogos z domu zagrożenie dla zdrow wszczepić powrócić sam, tylko niezbędny gadżet ponownie wprowadz na rynek ułożyć kostkę Rubika wypełniacz czasu sprobować swoich sił
battle bring out craze crowd devote distracted follow the latest craze get (sb) out and about health hazard implant make a comeback mere must-have gadget relaunch solve the Rubik's Cube time-filler try your hand at sth	/baetal/ bnn aot- kreuz- /folso da lettist kreuz  get sambachi aot and " /m plojoh/ /masihaev 'gardyt/ solv da ru biks kjurby tam filav	wakczyć (z czymś), zwakczac wprowadzie na rynek trend tłoczyć się poświęcie rożkojarzony rozproszony podążac za naprowszym brende wyć agnąć kogos z domu zagrożenie dla zdrowi wszczepić powrócić sam, tylko niezbędny gadżeł ponownie wprowadz na rynek ułożyć kostkę Rubika wypełniacz czasu sprobować swoich sił w czymś
battle bring out craze crowd devote distracted follow the latest craze get (sb) out and about health hazard mplant make a comeback mere must-have gadget relaunch solve the Rubik's Cube time-filler try your hand at sth video arcades	/baetal/ bnn act- kreiz- /baetal/ bnn act- kreiz- /baetal/ /baetal/ /baetal/ /baetal/ /baetal/ /baetal/ /mastale/ / /mastale/	wakczyć (z czymś), zwakczac wprowadzie na rynek trend tłoczyć się poświęcie rozkojarzony rozproszony podążac za naprowszym brende wyć agnąć kogos z domu zagrożenie dla zdrowi wszczepić powrócić sam, tylko niezbędny gadżet ponownie wprowadzi na rynek ułożyć kostkę Rubika wypetniacz czasu sprobować swoich sił w czymś salony gier
battle bring out craze crowd devote distracted follow the latest craze get (sb) out and about health hazard mplant make a comeback mere must-have gadget relaunch solve the Rubik's Cube time-filler try your hand at sth video arcades	/baetal/ bnn aot- kreuz- /folso da lettist kreuz  get sambachi aot and " /m plojoh/ /masihaev 'gardyt/ solv da ru biks kjurby tam filav	wakczyć (z czymś), zwakczac wprowadzie na rynek trend tłoczyć się poświęcie rozkojarzony rozproszony podążac za namowszym brende wyć agnąć kogos z domu zagrożenie dla zdrow wszczepić powrócić sam, tylko niezbędny gadżet ponownie wprowadz na rynek ułożyć kostkę Rubika wypełniacz czasu sprobować swoich sił w czymś salony gier
battle bring out craze crowd devote distracted follow the latest craze get (sb) out and about health hazard implant make a comeback mere must-have gadget relaunch solve the Rubik's Cube time-filler try your hand at sth video arcades	/baetal/ bnn act- kreiz- /baetal/ bnn act- kreiz- /baetal/ /baetal/ /baetal/ /baetal/ /baetal/ /baetal/ /mastale/ / /mastale/	walczyć (z czymś), zwalczac wprowadzie na rynek trend tłoczyć się poświęcie rozkojarzony rozproszony podążać za namowszym brende wyć agnąć kogos z domu zagrożenie dla zdrow wszczepić powrócić sam, tylko niezbędny gadżet ponownie wprowadz na rynek ułożyć kostkę Rubika wypełniacz czasu sprobować swoich sił w czymś salony gier
health hazard implant make a cometiacle mere must-have gadget relaurish solve the Rubik's Cube time-filler try your hand at 5th video arcades	/a g,mentidin ælah  / bætal/ bring activ kreiz.  / folso da lietist kreiz  qet symback) activity /mesk e 'kwin,bæts' /missibæv 'gædyts'  solv da nu biks kjurby tam filav  vidiao o: keidz-	wakczyć (z czymś), zwalczać wprowadzie na rynek trend tłoczyć się poświęcie rozkojarzony rozproszony podążać za namowszym brende wyć agnąć kogos z domu zagrożenie dla zdrowi wszczepić powrócić sam, tylko niezbędny gadżet ponownie wprowadzi na rynek ułożyć kostkę Rubika wypełniacz czasu sprobować swoich sił w czymś sałony gier

атрие	fa:qju/	uzasadnić,
an Brass	- a.gur	argumentować
assure		zapewnić
claim		twierdzić
complain	ır	skarżyc się narzekać
confess		przyznać, wyznać
confirm		potwierdzie
deny	1 31	zaprzeczyć
fermely		stanowcza
forbul		zabronić
MISIS\$		nalegać
make a statement		wydać oświadczenie
persuade	/pa-swerd/	przekonać
point out		zaznaczyć, podkreślić
purpose		cei
refuse	211 But &	odmowić
report	#(m·V	zrelecjonować, pomformować
reveal		wyjawić
threaten		zagrozić
Walts		ostrzec
wonder		zastanawiać się
hamb		
2006		OS Charles annotation and
(be) on time	ribi) on farmi	(byč) o czasie/na czas
(be) on time Better late than never	//bi) on farmi beta let dan neva/	(byč) o czasie/na czas Lepej późno niż wcalei
(be) on time	ribi) on farmi	(byč) o czasie/na czas Lepiej późno niż wcaleł (mieć) idealne wyczucie
(be) on time Better late than never (have) perfect timing	//bi) on farmi beta let dan neva/	(być) o czasie/na czas Lepiej późno niż wczieł (mieć) idealne wyczucie czasu
(be) on time Better late than never (have) perfect timing leap year	//bi) on farmi beta let dan neva/	(byč) o czasie/na czas Lepiej późno niż wcalef (mieć) idealne wyczucie czasu rok przestępny
(be) on time Better late than never (have) perfect timing leap year lunar	dbi) on fami beta led dan neva an	(byč) o czasie/na czas cepiej późno niż wcalef (mieć) idealne wyczucie czasu rok przestępny księzycowy
(be) on time Better late than never (have) perfect timing leap year	//bi) on farmi beta let dan neva/	(byč) o czasie/na czas Lepiej późno niż wcaleł (mieć) idealne wyczucie czasu rok przestępny księzycowy znaleźć dla kogoś/
(be) on time Better late than never (have) perfect timing leap year lunar make time for sb. sth	regil tam fa symbodi	(byč) o czasie/na czas Lepiej późno niż wcalef (mieć) idealne wyczucie czasu rok przestępny księzycowy znaleźć dla kogoś/ na coś czas
(be) on time Better late than never (have) perfect timing leap year lunar make time for	tota led dan devad	(byč) o czasie/na czas Lepiej późno niż wcaleł (mieć) idealne wyczucie czasu rok przestępny księzycowy znaleźć dla kogoś/ na coś czas zarządzać swoim czasem
(be) on time Better late than never (have) perfect timing leap year lunar make time for sb. sth manage your time run out of time	//bi) on fami beta led dan neva-  melli familia symbadi  //manudy.ga fam/  -m an	(byč) o czasie/na czas Lepiej późno niż wcaleł (mieć) idealne wyczucie rok przestępny księzycowy znaleźć dla kogoś/ na coś czas zarządzać swoim czasem nie mieć już czasu
(be) on time Better late than never (have) perfect timing leap year lunar make time for sb. sth manage your time	well tam is symbodi  or or  /masudy partam/  or or	(byč) o czasie/na czas Lepiej późno niż wcaleł (mieć) idealne wyczucie czasu rok przestępny księzycowy znaleźć dla kogoś/ na coś czas zarządzać swoim czasem
(be) on time Better late than never (have) perfect timing leap year lunar make time for sb. sth manage your time run out of time (There's) no time like	//bi) on fami beta led dan neva-  melli familia symbadi  //manudy.ga fam/  -m an	(byč) o czasie/na czas Lepiej późno niż wcalef (mieć) idealne wyczucie czasu rok przestępny księzycowy znaleźć dla kogoś/ na coś czas zarządzać siwoim czasem nie mieć już czasu Co masz zrobić jutro.
(be) on time Better late than never (have) perfect timing leap year lunar make time for sb. sth marrage your time run out of time (There's) no time like the present. Time flies when you're having fun.	top tame beta led dan nevar  med tam la symbodi  med tam la symbodi  mend ja tam/  mend ja tam/  da prezent	(byč) o czasie/na czas Lepiej późno niż wcalef (mieć) idealne wyczucie czasu rok przestępny księzycowy znaleźć dla kogoś/ na coś czas zarządzać swoim czasem nie mieć już czasu Co masz zrobić jutro. zrob dziś.
(be) on time Better late than never (have) perfect timing leap year lunar make time for sb. sth marrage your time run out of time (There's) no time like the present. Time flies when	beta led dan nevar  beta led dan nevar  med taim fa symbodi  med taim fa symbodi  med jair fa  in air  air  da prezant  taim flaz wen	(byč) o czasie/na czas Lepiej późno niż wcalef (mieć) idealne wyczucie czasu rok przestępny księzycowy znaleźć dla kogoś/ na coś czas zarządzać siwoim czasem nie mieć już czasu Co masz zrobić jutro. zrob dziś. Czas szybko leci, kiedy
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(be) on time Better late than never (have) perfect timing leap year lunar make time for sb. sth manage your time run out of time (There's) no time like the present. Time flies when you're having fun. Time will tell. time zone	men tam la symbodi  men tam la symbodi  men tam la symbodi  mendy pritam/  mendy pritam/  do prezent  tam flaz wen  a a a a  tam wil tel  - 1 90	(byč) o czasie/na czas Lepiej późno niż wcalef (mieć) idealne wyczucie czasu rok przestępny księzycowy znaleźć dla kogoś/ na coś czas zarządzać swoim czasem nie mieć już czasu Co masz zrobić jutro. zrob dziś. Czas szybko leci, kiedy się świetnie bawisz. Czas pokaże. strefa czasowa
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the dock.  the clock.	men tam la symbodi  tam flaz wen  a a a  tam wil tel  g  /ja ko nt la.n bæk	(byč) o czasie/na czas Lepiej późno niż wcalef (mieć) idealne wyczucie czasu rok przestępny księzycowy znaleźć dla kogoś/ na coś czas zarządzać swoim czasem nie mieć już czasu Co masz zrobić jutro. zrob dziś. Czas szybko leci, kiedy się świetnie bawisz Czas pokaże. strefa czasowa Nie da się cofnąć czasu.

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monitorować kontrolować czas spędzony przed ekranem

# WINTING - 1 MPS 52

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## Sport

- SPEAK Do you do sports regularly? Which sport(s) and why?
- 2 Add as many names of sports as you can to the lists below.

do: athietics, extreme sports, yoga, play: football, hockey, go: running, swimming, ...

KEY WORDS Read the text and check the meaning of the highlighted words. Then answer the questions.



# SPORTING BREATS

he Mountain Bike World Championship is an important biking competition. Rachel Atherton has won

the downhill title an astonishing five times! She's also won the World Cup six times. That makes her the world champion with the most medals in downfull mountain biking.

saac Jean-Paul is a Paralympic athlete. He s broken many world records in high jump, and won two world championship medals in both high jump. and **long jump**. He **holds** a high jump world record.

Ko Matthews had never tried rowing before she trained to row 2,800 miles across the Atlantic alone! She had to work out and train hard, but t was worth it. She broke the world record by atmost a week and **set** a new record of fifty days:

Thioe Kim is a snowboarder, when she was just seventeen years old, she scored a perfect. 100 points at the X Games! She has won three. gold **medals** at the games, and she was the first. women to do 1080s back to-back - that's a hard anowboarding trick! The X Games (short for Extreme Games') is a popular sports event which is held every year, where athletes compete in multiple discipines. There are summer and winter games. ke the Olympics

o you support a team in the World Cup? tis a footbal tournament that takes place every four years. When it was held in Russia, France's 19-year-old Kylian Mbappe became the youngest. person to score a goal in the final since 1958 Luckily France didn't lose the game, they beat Croatia 4-2 to win the trophy

- 1 Which team beat Croatia in Russia?
- 2 Which sports event did Chioe Kim successfully compete in?
- 3 Who has won more events in his/her. sport than anyone else?
- Who has medals in two sports?
- 5 Who broke a record in a sport they were new to?

- 4 KEY WORDS 2 Look at the highlighted words and phrases from exercise 3 and complete the collocations.
  - 1 support a(n)
  - 2 win a match / game / championship / trophy / W/ wille /
  - 3 beat a champion / another athlete / a(n) 22/2/2/2
  - 4 score points / a(n) 2/2/2/2/2
  - 5 break / hold / set a(n)
  - 6 lose / hold a(n) competition / match / With Markle / With Miles
  - 7 compete in a(n) competition / tournament / sports
  - B be a(n) champion / 2/20/22/
- 5 SPEAK Complete the questions with the correct forms of some of the verbs from exercise 4. Then ask and answer the questions in pairs.
  - 1 Have you ever an important point in a match? In which sport?
  - a match?
  - 3 Have you ever 444 74 744444 a sports record at your school? What for?
  - 4 Does your school ever \( \frac{1}{2} \fr What are they?
  - 5 Has your favourite team or athlete ever 4/2 / 100 m a trophy? What for?
- 6 Choose the correct options.
  - 1 Serena Williams is a great tennis player. She usually wins / beats. her opponents.
  - Basketball is the best game / match in the world.
  - 3 I'd like to play in an international volleyball game / match with lots of fans watching.
  - 4 If I played / trained hard, I could be in an Olympic sports team.
  - 5 If someone wins / holds a world record in weight fting, they are the strongest person in the world.
- SPEAK Describe the video still and answer the questions."



- 1 Why do you think the man is there?
- 2 How do you think he prepared for this adventure?
- 3 Would you like to participate in an extreme sports event?

# 4 FAST FINISHERS

How can young people be encouraged to do more sports? Make a list of suggestions.

## Cerunds and infinitives

- SPEAK Is there a difference between watching sports on TV and live? Do you think it matters to athletes if they have a live audience?
- 2 31 Existen to an interview with a football player. What does he say about:
  - the key to success?
- training at home?
- empty stadiums?
- 3 (A) 2.31 (B) Listen again and put sentences a-j in the order you hear them.
  - What about games without fans when the authorities finally decided to reopen the stadiums?
  - b But hearing the cheering is a huge part of that.
  - You're there because you dream of winning the troopy
  - d. We missed hearing the screams of excited fans.
  - It's important to remember that the key to success in sports is regular training.
  - f You practise for months also to hear it.
  - g It forced everyone to stay at home.
  - h We were happy they let us play
  - We hated playing in empty stadiums.
  - I hate to train alone.
- 4 Dook at the video still and study the grammar table. Complete the table with examples a j from exercise 3.

#### Kery Gramesar

#### Gerunds and infinitives

Certain constructions and verbs force you to use a particular form of a verb (gerund or infinitive):

- gerund as subject of sentence e.g. 1b
- gerund after certain verbs, e.g. avoid, ergoy: 3
- gerund after prepositions, e.g. 3
- Infinitive of purpose, e.g. 4
- Infinitive after certain verbs, e.g. agree, wont: \*
- Infinitive after adjectives, e.g. interesting necessary.

Some verbs (e.g. like prefer love, hate, begin, continue start) can take either gerund or infinitive with little or no change of meaning, e.g. <sup>7</sup>////

Some verbs follow the pattern yerb + object + infinitive e.g. help advise encourage force remind:



Grammar Reference \*132

- 5 Complete the sentences with the correct forms of the verbs in brackets. There may be more than one correct answer
  - 1 I usually exercise by 2222 2422 (play) football,
  - 2 I think \_ // (swim) is the best workout.
  - 3 Hike % 2.2.24/2/2 (do) yoga.
  - 4 My friends don't enjoy \*/\_/\_//// (compete) in sports events.
  - 5 I think it's necessary 2 2 2 2 2 (do) some exercise every day
  - 6 My best friend intends (get) fitter next month.
- 6 Read the sentences and study the grammar table. Complete the rules with infinitive or gerund.
  - I'll never forget scoring my first goal.
  - b Don't forget to do this and remember to do that in today's workout.
  - c. I remember coming out into an empty stadium.
  - d. We stopped meeting as a team.
  - I stopped to look around because it felt as if something was wrong.

#### Key Grammar

#### Gerunds and infinitives: change of meaning

Some verbs, like remember forget and stop, can take either gerund or infinitive, but with a change in meaning.

- We use remember/forget + 1/2 // to talk about an experience in the past
- We use remember/forget + \*\*/22/2002/2 to talk about doing something in the future.
- We use stop + 3/2/2/2/2/2 to talk about finishing an activity and stop + 4/2/2/2/2 when we stop in order to do a different activity
- 7 Complete the text with the correct forms of the verbs in brackets.

Jagger Eaton is a young skateboarder. I can remember 19 (watch) one of his videos on YouTube. He was incredible! He started skateboarding when he was four years old, and his dad encouraged him (train) hard, it's important.

1 (learn) new tricks, and Jagger enjoys
1 (test) his skels 5

(compete) in the X Games at the age of eleven made him the youngest competitor ever. He managed (win) a gold meda at the games only a few years later. Now that skateboarding is an Olympic sport, Jagger is training hard in order (compete) and hopes (win) his first Olympic medal

- 8 SPEAK Do you watch videos of successful teen athletes like Jagger Eaton? Why/Why not?
- FAST FINISHERS

Make a list of the top three athletes that you think are good role models. Say why you think so.

# Describing events and feelings

#### SPEAK Look at the photo. Where are Aisha and Enf? What do you think they are talking about?



- 2 4 2 32 Listen to the dialogue and check your guesses in exercise 1.
- 3 2.32 M Complete the sentences with one sports word in each gap. Listen again and check.
  - 1 How was the match? I suppose we again.
  - 2 I'm sure we didn't the other team. We never win.
  - 3 The start was slow but then we a goal ... and then two more.
  - 4 What was the AAAAAAA score?
  - 5 The other White Stored three times, but by the time the match finished, we had scored one more goa
  - 6 It was so exciting. I'll never forget when we scored. the final goal. It was one minute before the end of the 2/2 / L
- 4 Study the Key Phrases box and complete it with words from the dialogue.

#### **New Physics**

#### Describing events and feelings

#### Describing an event

boring.

The crowd went wild / cheered.

Everyone clapped/cheered. / Everyone was clapping/ cheering.

No one could have foreseen

Before I knew it. ... / 355 / / / the time ....

No one expected that

Finally, / In the end, / Eventually,

#### Describing your feelings

I've never been so excited/surprised/bored!

You'll never guess what happened!

To my/everyone s surprise ....

It was \*////////// wonderful/exciting/boring.

I had the time of my life.

We couldn't believe our eyes!

- 5 | Translate into English,
  - The start was really exciting, but (końcówka była raczej powolna).
  - 2 You'll never ( / / / / / /zgadniesz, co się stało)!
  - 3 Ver En 1911 1911 1111/1/2 (Nie wierzylismy włosnym oczom) – our team was losing!
  - 4 After our team scored the first goal. (tium oszalah.
  - 5 It was an exciting match, and (zanim sie obejrzelismy), the first half was over
- Describe the photos and answer the questions.

#### St. Son A



- 1 How do you think the runners are feeling?
- 2 Would you like to run a marathon? Why/Why not?
- 3 Describe a sports event that was really exciting. to watch.

#### St. dent B



- 1 How are these athletes feeling? Why?
- 2 Do you like to cheer for your national teams. in important sporting events? Why/Why not?
- 3 Describe a sports event when the athlete/team you were cheering for lost.

#### FAST FINISHERS

Imagine you want to convince your friends that your favourite sport is very interesting. Write a short social media post describing an event connected to it, encouraging people to watch it.

# An article about the Refugee Olympic Team

SPEAK What problems of the modern world can you name?

war, hunger,

SPEAK Read the definition. Are there many refugees in your country? Which problems from exercise 1 do you think they face?

refugee ruffing it comeane who eaves their country, especially because of fe-threatening events like war Thousands of refugees have entered the camps along the borders in recent days.

- Read the WATCH OUT | SKILLS box. Then scan the article on page 123 and find:
  - 1 when and where the idea of the Refugee Team was first introduced.
  - 2 which competitions the Refugee Team participated in
  - 3 what the IOC is
  - 4 how many displaced people' there are
  - 5 the name of the person who started the modern. Olympics.



Scanning

Scanning is a useful tool to read faster. When you scan, you only look for specific information. This helps you to answer questions faster and more easily

- 4 Read the article and decide if the information below is presented as facts or opinions.
  - The number of refugees is growing.
  - 2 Sport could be used to educate people.
  - 3 The Refugee Team made a lot of people aware of the refugee crisis.
  - 4 The biggest fans of the team came from a refugee camp in Kenya.
  - 5 In the future, there will be no need for such teams.
- 5 🔼 2.33 🐷 🖃 Read the article again and match sentences A-E to gaps 1-4 in the text. There is one extra sentence.
  - A Although the athletes didn't win any medals. it is important to remember that they achieved something else, something incredible.
  - B Creating the Refugee Team was a way of doing
  - C Its ten members came from South Sudan, Syna, the Democratic Republic of Congo and Ethiopia, but competed together under the Olympic Rag, the famous five coloured rings.
  - D That's because they wanted to make people understand the message behind the games.
  - E. According to the UN, there are now over 25 million. refugees worldwide, and numbers are increasing.

- **KEY WORDS** Match the highlighted words and expressions in the text to definitions 1-7.
  - make people notice something (two expressions,
  - 2 dealing with problems
  - 3 escape from a life-threatening situation or place very quickly to save yourself
  - an urgent, difficult or dangerous situation. concerning people who had to leave their country.
  - 5 leave the places they live in
  - 6 support or encourage something
  - 7 people who had to leave their homes, but sti. live in their home country
- Complete the sentences with the correct forms of the highlighted words and phrases from the article. There may be more than one correct answer
  - Celebrities such as Angelina Johe help to of the problems refugees face.
  - 2 1977 And a need a lot of help to start their lives. over in a new location.
  - 3 I think it's a great idea to international peace through sports.
  - 4 It will take cooperation of at the European countries to solve the 4/1/
  - 5 People living in war zones are often forced
  - 6 What else can be done to \( \frac{1}{2} to the problems of hunger and poverty?
  - 7 When the bombings began, many civilians had to 1/1 /1 / 2
  - a lot of let his i 8 Yasmina's family when they moved to France.
- 8 SPEAK Think about the article and then follow the instructions.
  - Imagine you were on the Olympic Committee. If the Olympics were extended, what physical activities would you suggest including?
  - 2 Justify your answer to guestion 1. How does the activity promote education and international peace?
  - 3 Should other activities, such as computer games. be included in the Olympics? Why/Why not?

# TAST FINISHERS

Create a poster or a post for social media promoting the idea of the Refugee Olympic Team.

Find out about two of the athletes in the first Refugee Olympic Team. Who are they? What have they done since then?

# A MESSAGE OF HOPE



The 2016 Rio Olympic Games opening ceremony introduced to the world a team like no other—a team of refugees The dea for it had been born a year earlier at the 2015 UN Assembly as a way of making the world notice the growing number of refugees. being reported to the UN and the problems connected with this crisis. The team was unique because for the first time, the athletes had different countries of origin. 1929 They entered three different competitions, running, swimming and judo. Who were these athletes, and what was the UN expecting to happen?

The team was called the Refugee Olympic Team. Being in an Olympic team is the goal of many athletes. They dream of representing their country and winning a medal. But what do you do if you suddenly find yourself without a country? Imagine training for years at a sport and then having to flee for your life. Refugees suffer the ioss of more than just their homes – they lose their careers, hopes and a place where they belong. 21 2/2 Added to that, there are around 40 million displaced people – people who have been forced to abandon their homes but not their country

GLOSSARY dedication poświęcenie, zaangazowanie

arigin pochodzenie

The International Olympic Committee (IOC) created the team to draw attention to this global refugee crisis. One could of course wonder what the IOC has to do with refugees in fact, the main purpose of the games is not to find the best athletes, but to promote international peace through sport. The founder, Pierre de Coubertin, saw sport not just as a physical activity, but also as a way to educate people, 3 0000 The IOC also wished to send a message of hope to refugees. everywhere. The athletes in the Refugee Team. were able to compete as equals with other national teams.

People from all over the world supported the team, 🈘 They demonstrated true O ympic spirit in their courage and dedication, despite facing huge difficulties. Not only that, it is believed the ri appearance helped to raise awareness of the problems refugees have to deal with It's guite likely that among the biggest fans. of the team were refugees from a refugee camp in Kenya, where five of the team members came from. But the team also received such a positive reaction around the world that the IOC decided to continue having a Refugee Team at the Olympics Don't forget to look out for them next time! Hopefully one day there will be no need for such a team, and, in part at least, that may be because of sport

# Sports equipment and facilities · Problems in sport today

- SPEAK Do you do any sports that require special equipment or facilities? What are they?
- What sports use the following locations: and equipment?

boots field gloves goggles helmet net pool racket skis stadium surfboard weights

- KEY WORDS A Match 1-9 to a-i to make phrases. Which expressions are spelled as one word?
  - 1 basketball/tennis
  - 2 boxing
  - 3 fair
  - 4 finishing
  - 5 football
  - 6 ke
  - 7 race
  - B ski
  - 9 wet

- a court
- b line
- c pitch
- d play
- e ring
- f rink
- **g** slope
- h suit
- i track
- 4 KEY WORDS | Read the texts and match the highlighted words and phrases to definitions 1 8.

#### POOTBALL FOUL PLAY

What could have been a great show of football skills. turned into a locking match as emotions ran high in last hight's semi-finals. The Spanish referee was forced to hand out eleven yellow cards, and three players were carried off the pitch with severe injuries



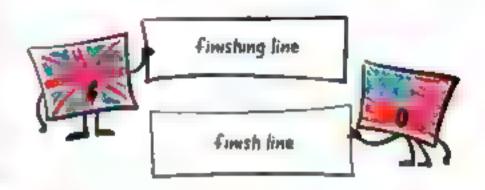
Yet again, accusations of match-fixing are flying. around after last night's light! Mathias seemed unable to get up after a light punch – did he feign injury? Hours later he was walking as if he didn't even have a sprain. Were the points awarded fairly? Those and other questions

# WHO'S DOING DOPING?



Two obstacle runners got disqualified after testing confirmed they had taken illegal steroids The IOC reports that enhancing performance with the use of drugs is a constant problem that needs to be addressed as soon as

- 1 one of a series of objects runners need to jump. over as they run
- 2 If egally deciding on the result before the game.
- 3 ght injury
- 4 the opposite of fair play
- 5 very serious damage done to a person's body
- 6 making the athlete do better
- 7 to pretend to be hurt
- 8 the person who ensures that players obey the rules



Complete the blog post with the highlighted words and phrases from exercises 3 and 4.



After living in California for three years, I must say it's a sport lover's paradise. The thing to do is the 'California. double' in the morning you put on your 1 and hit the beach to surf, and in the afternoon you drive up to the Bear Mountain resort to snowboard or ski on fantastic 2 We don't really have freezing temperatures away from the mountains, but Los Angeles around Christmas. And, of course, there are year-round tennis and basketbali \* 4 - 1/2 - 2 4 and even a few football 5 144 1911/14/12. Then there's jogging along the seaside or for more serious runners running on school tracks open to the public.

- Complete the questions with the correct forms of the highlighted words and phrases from exercises 3 and 4.
  - 1 Should athletes well-well their performance with drugs be disqualified forever?
  - 2 Why do you think athletes July. during games and matches?
  - 3 Does A play happen a lot in your school games, or does everyone play fair?
  - 4 Do you think being a football or rugby and judging important sport events is an interesting career?
  - 5 Have you ever your ankle or had injury while doing sports? a more
- SPEAK Answer the questions from exercise 6.

# (I) FAST FINISHERS

In your opinion, what are the most serious problems in sport nowadays? Write down your top three choices.

### A podcast about the benefits of sport

1 3 What kinds of sports from the box do you like? Why?

MANULA

individual sport indoor sport outdoor sport summer sport team sport water sport winter sport year-round sport

2 KEY WORDS Check the meaning of the highlighted words. Which are important for each of the sports on the poster?

accuracy · balance · confidence · coordination fitness · flexibility · focus · skill · speed stamina · strength



- 3 Read the WATCH OUT box. Write the adjective forms of nouns 1-8 and an example sentence for each noun and adjective.
  Use a dictionary to check any words you are not sure of.
  - 1 coordination coordinated
  - 2 confidence -
  - 3 accuracy -
  - 4 fitness -
  - 5 flexib tv -
  - 6 focus 1
  - 7 strength -
  - 8 sk(l) 2 -

Sports like skiing help you become more coordinated My goordination has improved a lot since I took up skiing.



Word families

Many nouns also have an adjective form, e.g. skill (n) = skilful (adj)

- 4 \(\frac{1}{2}\) \(\frac{2}{4}\) Listen to a podcast about the benefits of sport. Which skills from exercise 2 are mentioned?
- 5 2.34 Listen again and complete the notes with up to four words in each gap.

#### ADVANTAGES OF POPULAR SPORTS

#### Team sports (volleyball, basketball, etc.)

- make you stronger, better coordinated,
   2 and better at making decisions
- · Improve both fleness and social life

#### Swimming

- · gencier but good for heart and strength
- beginners swim a few pools, goal thirty minutes twice a week
- fun fact: longest pool in the world (over 1 km) is in Algarrobo in 2.

#### Cycung

- Improves coordination and balance
- fun fact, people cycling regularly for three months
  had brains as big as those of people
  than them

#### Gymnastics

- progress comes fast, but becoming professional is rare

#### Sking

- skiers are syllidically than 0ther people doing sports
- good for balance and coordination
- fresh air improves your mood

#### Rowing

- makes you stronger, more coordinated and focused
- disadvantage training on cold days (but indoor rowing machines available)
- fun fact: there have been World Indoor Rowing
  Championships since •
- 6 SPEAK Answer the questions.
  - 1 Which sports do you like doing? What benefits do you get from them?
  - 2 Which sport or sports would you like to try? Which would you not like to try? Why?

## **(1)** FAST FINISHERS

Which of the highlighted skills from exercise 2 are developed in your PE lessons? How? Write a short forum entry about it.

Find out what dragon boat racing is and prepare a poster advertising the races.

### Quantifiers

- 1 SPEAK Have you ever been on a school sports team? Which sports team would you be most interested in joining?
- 2 Read the adverts. What arguments are given for joining each team?



If you dilke to lose a couple of knos and have loads of fun, join the school athletic club. Our coaches will help you get started and encourage you to stick at it! We have several sections, and every student can find something for themselves.



### De all your friends play backether, do involve or go sycarg and tient of them sound me ten

There are plenty of other sports out there
Be original! Try a sport not many other people
have tried or even heard of Unicycle hockey
and water polo offer a great deal of fun
and both school teams are recruiting.
Neither of these sports require special
skills, and they have the same health benefits
that most physical activities do. 

Output

Description:

3 Example 2 Look at the video still and study the grammar table. Then look at the phrases in bold in exercise 2 and complete the table with some of them.

#### Key Grammar

#### Quantitiers

We use quantifiers to say how much of something there is.

The choice of the quantifier depends on whether the noun is countable or not.

Quartity	Countable	oncountable nouns	Countable and uncountable nouns
0%	(to talk about two people or things)		of ,
	4% Tale few	not much little	
П	a few. 5% / 1/2, several	a little	some
	many a number of	much s	a lot of lots of loads of plenty of most (of)
_	both (of)		all (at)
	(to talk about two people or things)		
100%	each, every		

#### 4 Choose the correct options.

- Unfortunately, few / most of / every people do sport every day.
- 2 It takes several / plenty of / many courage to do extreme sports like parachuting.
- 3 No wonder I can't ride no / both / neither tyre on my bike has enough air
- 4 Let me make a list of all / every / each the benefits of this sport.
- 5 He drank most of the water, so there was few / not much / a couple left for me.
- 6 I take each / none / no pleasure in fighting, so boxing is not for me.
- 5 Match the nouns from the box to quantifiers 1-7, then use five expressions to make sentences about you and your favourite sports. Make one of them false.

effort energy hours parents siblings strength students time trophies

- **1** no.
- 2 several
- 3 none of the
- 4 neither of the
- 5 all (of) the
- 7 a great deal of

I have no time to go jogging this Saturday

6 SPEAK Compare your sentences from exercise 5 with your partner. Can you guess which one of your partner's sentences is false?

# TAST FINISHERS

Design an illustration/meme/Internet ad related to sport showing differences between few/a few and too much/too many/not enough.

Find out the rules for water polo or unicycle hockey and prepare a leaflet encouraging people to play one of these sports.



- SPEAK Look at the pictures in exercise 2. Do you like these sports? Why/Why not?
- 2 Match 1-4 with a-d. Write the captions in full sentences.









- a prefer / swim / sea / not / pool
- b win / few / competitions / last year
- c dream / win / Winter Cup trophy
- d cyclist / stop / drink / water
- 3 A Complete the sentences with the correct forms of the words from the box.

accurate face feign for flee outdoor

- 1 My favourite 1944/15 4 sports are canoeing and snowboarding,
- 2 What difficulties have you as a woman doing a male-dominated sport?
- injuries by footballers so that the other team gets punished is a common problem. n today's sport.
- 4 How is match-/////////// punished?
- 5 The holidaymakers for their lives as a huge tsuлami hit the shores of the island.
- 6 Playing b Lards is fun, but it requires great and concentration.
- 4 R Ghoose the correct options.
  - 1 The cyclist rade into the bushes on the side of the road to avoid and a see hit by the car

A getting B get C to get

2 Do you have \_\_\_\_\_ time for training during the school year?

A much B many C plenty

3 everyone's surprise, last year's champion lost in the first round.

C For A With B To

4 The skier was accused of taking drugs to 22.272.22 her performance.

C enhance A feign 8 fix

5 The forest fires forced people in this area to their homes.

A flee for

B displace

C abandon.

- 5 Representation of the second sentence so that it means the same as the first one. Use the word in capitals.
  - 1 This is the first time I'm watching a tenns match that is so boring! BORED

I describe the state of the by a tennis match!

2 I wish I had brought my lucky T-shirt with me for this race! FORGOT

1 42 110 to to to the feed of the control of the my lucky T-shirt with me for this race.

- 3 Doing gymnastics develops your flexibility MAKES Doing gymnastics (1) house the headers could
- 4 My coach said I should start by jogging thirty minutes a day. ADVISED My coach thirty minutes a day
- 5 This campaign aims to make people aware of the refugee crisis. AWARENESS This campaign aims to of the refugee crisis.
- 6 12.35 Listen and repeat the two sounds: /θ/ and /ð/.
- 7 2.36 Which sound do the words contain: /θ/ or /ð/? Make two lists. Listen and check.

athlete both breathe either the they thing think this

# #PRAINTEASER

Andy Beth Carlos and Daniela each have a different favourste sport volleybal swimming basketbal and karate

 Doing kallate and playing pasketball. aren't things Beth likes

- 2 Callos remembers playing volleyball and basketball when he was younger but he refuses to do them.
- 3 Neither of the boys enjoys doing martial arts Who prefers doing which sport?

#### ) FAST F NISHERS

Write a short description (five or six sentences). of a sports event you saw, starting with the words: "I'll never forget ..."

Thenever forget the first toothor mot in I saw need two six and twent with my father it support our local train-



#### An opinion essay

### 'IN SPORT, WINNING IS EVERYTHING.'

#### Do you agree or disagree with this opinion? Consider the psychological and social aspects.

- A Traditionally in sport, winning was the most important thing, and even nowadays the most admired. athletes are those who score the most goals or break the speed records. Yet ito my mind looking at it from the psychological as well as social perspective, sport has other things to offer 1 beating your competition
- **B** Firstly isport strengthens one's character. One can argue that losing can be devastating but not the same. as failing. The effort put into training and competing counts at least as much. If an athlete a ways does, their best and works hard at improving their ski is, then they should feel proud of their? ——whether they win or not. Learning how to overcome one's weaknesses and how not to become discouraged. is an important life lesson
- C in addition, to only it within higher to lose sight of the positive social aspects of sport. As far as I am. concerned doing sport can be a " way to get fit while making friends. Even individual sports like yoga. can be done in a group, which he psius to meet people shaning that interest. Furthermore, while doing team sports we acquire social skills, such as team spirit, cooperation with others and respecting their opinions.
- Differential To conclude, I strongly believe that there is much more to sport than just winning. Doing sports helps us to develop our character and improve social skills, all of which are essential in other areas of life. For me, that is more important than beating the competition.

Omer Boyar



- SPEAK Which of these things are important for you when you play sports? Order them from the most to the least important.
  - challenging yourself having fun with friends interaction with others | keeping in shape proving yourself satisfaction winning
- 2 Read Omer's essay. Does he agree or disagree with the opinion in the title? Do you agree with him?
- 3 Choose the correct options to complete the essay Use a dictionary to help you.
  - 1 a apart of
- b apart from
- e apart with

- 2 a achiever
- b achievements
- achieving

c focus of

- 3 a focus at
- **b** focusion

- 4 a great
- **b** greatly
- c greater

- 4 Read the WATCH OUT | SKILLS box. Then match paragraphs A-D to descriptions 1-4.
  - the conclusion, summing up your opinion.
  - 2 agreeing/disagreeing with the statement. considering the first aspect
  - 3 the introduction, explaining the statement and giving your opinion
  - agreeing/disagreeing with the statement. considering the second aspect.

#### Writing an opinion essay.

An essay is usually written in a formal style. When writing an opinion essay, you should:

- use separate paragraphs of balanced length for separate ideas (e.g. aspects mentioned in the topic):
- consider whether you agree or disagree with the topic for each aspect separately (that means e.g. that from one perspective winning can be the most important thing, but from another not);
- finish the first paragraph with a thesis presenting your opinion;
- have a closing paragraph summing up your. arguments,
- use a formal style;
- use expressions presenting logical links between arguments as well as introducing your opinion.

### Study the Key Phrases box and complete it. with the expressions in bold from the text.

#### Key Phrases -

An opinion essay

Making time references

It used to be that ...

In the past, / 1

Today, / 3///////////

#### Presenting apinion

In my opinion,

It seems to me that ...

In my view,

I would argue that ...

I think that

Pertitions

12. 2 1/21. 1995

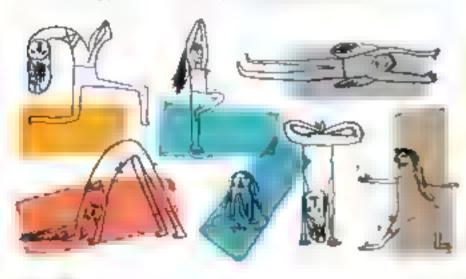
3/1/1 /11/1/1/

Some people argue say that ...

Villianitali.

#### Adding points and concluding

What is more. / in addition, / \*



## 6 Complete the sentences using the Key Phrases. Do you agree or disagree?

- 1 schools taught team sports rather than individual sports.
- most schools recognise that it is important to do both team and individual sports.
- 3 team sports are more important than individual sports, but I disagree.
- 4 It is true that team sports help build social skills. and cooperation. However, individual sports can build other strengths.
- cooperation and allow people to develop at their own speed. Wit Matthell, not everyone enjoys team sports.
- 6 When Mr. 2, I believe it is good to do both, but they should be optional rather than obligatory.

### 7 Do the writing task. Follow the steps: in the Writing Planner.

Wiele osób uważa, że na zajęciach wychowania. fizycznego w szkole każdy uczeń powinien mieć prawo decydować, czy chce uprawiać sporty. indywiduałne czy grupowe. Napisz rozprawko (200–250 słów), w której przedstawisz swoją opinie na ten temat, biorąc pod uwagę punkt widzenia ucznia oraz nauczyciela.

### . WRITING PLANNER.



#### THINK

Think why students choosing what they want to do would be good (e.g. not everyone en oys team sports) and why that might not be a good idea (e.g. it is important to do both feam and individual sports). You can use some of the ideas and arguments from exercise 6. Decide which side you want to take

#### PREPARE

Write a plan for your essay. Use the mode lessay. on page 128 and the paragraph plan in exercise 4. to help you.

#### WRITE

Write your essay Use your notes and the Key Phrases

#### CHECK

Read your essay and answer the questions Have you included and developed both parts of the instruction?

Is your text within the word limit (200- 250 words)? Have you checked your essay for spelling. mistakes<sup>></sup>

#### FAST FINISHERS

Would amateur and professional sportspeople agree or disagree with the statement that winning is everything? Make a list of three arguments for both perspectives.

Some of the best athletes failed or faced huge difficulties, but managed to succeed afterwards (e.g. Kieran Behan, Bethany Hamilton, Karol Bielecki). Find a similar sports story and prepare a short note about it.



# 8.10 Revision

#### Choose the odd word out.

- 1 lose a game / a goal / a score
- 2 football / basketball / tennis court.
- 3 Indoor / year-round / strength sport
- 4 win an opponent / a trophy / a championship
- 5 fair / computer / faul play

### 

- 1 If your ball keeps missing the hole, you must make your golf swing more a \$\alpha \cdot \cdot \cdot \text{r} \cdot \text{t} \cdot \c
- 2 This is my favourite skil \$\times \times \text{\$\phi \phi \text{\$\phi \phi \text{\$\phi \text{\$\p
- 3 So far, three athletes have been accused of taking performance e 2 h 2 2 c 2 ng drugs.
- 4 Any players caught using doping will get d 2/2/2/2/1/2/f 2/2/d immediately
- 5 When the Poish team scored the fourth goal, the fans 20 20 n 20 wild.

# 3 Complete the sentences with the correct words.

- 1 many / much
  - a It doesn't take 224222 practice to become quite good at snowboarding.
  - b Have you won 4/1/1/1/// medals and titles?
- 2 loads of / several

  - b We've had And good runners in this school but none as good as you.
- 3 signing up / to sign up
  - a Please remember \*\*/ \* for the school table tennis competition.
- 4 participating / to participate
  - a 202 10/10/202 in a marathon has always been my dream.
  - b A famous volleyball player agreed <-n our fundraiser
- 5 neither / none
  - a \*\*Code \*\*Co
  - b The ski jumper is not severely injured. He has a sprained ankle, but % Area of his legs is broken.

# 4 Make sentences from the prompts.

- 1 There / be / pienty / ways / get fit / no matter / what / sports / you / prefer / do /
- 2 During / car races / every / driver / stop / change tyres / at least / once / .
- 3 1 / really / miss / do / outdoor sports / when / weather / get / bad /
- 4 My PE teacher / encourage / I / join / rowing club /

# 00000000

# 5 Complete the second sentence so that it means the same as the first one.

- 'Remember, you have to warm up before a run" she said to me.
  - She reminded me Advantage before a run.
- 3 'Where did you put my snowboard?' he asked. He asked me 2 snowboard

# 6 Read the texts and choose the correct options in 1-4. Then complete sentences 5-8.

- 1 Which of the following happened first chronologically?
  - A Ally found the dance studio flier
  - B Grandma showed her the World Ballroom Dance Championships on TV
  - C Ally decided to learn to dance.
  - D Grandma bought Ally her dancing shoes.
- 2 During her lessons, Ally discovered that she was good at
  - A hearing the rhythm of the music.
  - B moving to the rhythm of the music.
  - C controlling her body
  - D moving gracefully
- 3 Which of these is true?
  - A Grandma's answers to Ally's questions were not very he pful.
  - B Ally complained that she wasn't as good as she thought she dibe.
  - C Ally was advised to watch TV and mitate the dancers' movements.
  - D Ally hid the truth about her lessons from Grandma.
- 4 Based on the last two paragraphs, it can be said that Grandma
  - A was disappointed that Ally wasn't the next Kym Johnson.
  - B expected Ally to promise that next time she d put more effort into her lessons.
  - got angry with Ally for going to parties instead of practising her steps.
  - D knew all along that Ally had stopped attending her lessons
- 5 Eighty percent of young people don't lead that
- 7 Instead of using social media communicators, try 2222 at the same time.
- 8 It's not possible to well in a few days.

#### TAKING HER FIRST DANCING STEPS

Ally wouldn't have believed that she could start hating dance so quickly, after being fascinated with it for years. She must have been around five when Grandma said, 'Let me show you something beautiful," turning on the World Ballroom Dance Championships. They'd watched the first dance, and Ally was hooked. But ofter attending a dance. course for two weeks, she was considering quitting and throwing away the shoes Grandma had got her just two days before

For years, she had admired the sparkling dresses. the elegant dancers, the tholling music. Yet she never thought to try it herself until one day the familiar sight of a ball gown caught her eye at a local shopping centre. It was on a filer advertising a new dence studio. Struck by the idea, Aily ran home impatient to show if to Grandma. She signed up on the same day

Excitement robbed Aily of sleep the night before the class, but somehow she was full of energy. The class was over too fast, Just a couple of steps, some suggestions about astening to the music with your body, and the hour was up. To Ally, the next three days of waiting were the longest three days in her life. At the next lesson they got to know. a few new steps and ... Ally saw herself in the mirror. To her horror instead of a graceful dancer she saw some kind of a stiff, uncoordinated robot! She missed one step, then another, too distracted by her own incompetence to think about the routine

After that, it only got worse. Ally discovered that it's one thing to be able to recognise the rhythm of the masic (an ability sheid acquired through watching) the championships), but guite another to force your body. to move to it. She also learned that if she wanted one part. of her body to move and the rest of it to stay still her body simply refused to listen. Ally's world was ending. What she didn't realise was that this control of her body and the ability to move to the rhythm of music are the first huge obstacles. that new dancers face. Ally was no exception, and she was heartbroken

Grandma's excited questions were no help either. How was Ally to tell her that she was awful at it? Complain that she failed to imitate the simplest movements and got lost in the routines? She avoided the truth and fold Grandma. about her teacher and the other dancers instead. And air the time she was comparing herself in the dance class mirror to the dancers sheld seen on TV with Grandma. and she was getting more and more depressed. By the time the second month was over. Ally knew she wasn't made for this and quit

She wouldn't have told Grandma about it if she had asked But strangely, Grandma seemed to avoid the dance topic Then one day while they were having tealishe turned on the TV and, sure enough, a dance competition was on Bursting into lears, Ally admitted to quitting. To her surprise. instead of being disappointed. Grandma just held her and said. 'Actually your dance teacher tells me you're quite promising. You realise that these things take time and lots of hard work don't you?"

Ally looked up, surprised, "What?" "It won't be easy. It takes plenty of sweat and blisters. Unless you learn to live with missed parties and TV shows and devote all your time to practising steps and movements, you can forget about being the next Kym Johnson. But - it will be worth it. Really? asked Alty 'Really So, shar we can the school? You've already missed a few tessons. Aily smiled and nodded.

### HOW TO GET MOVING AND STICK TO IT

in theory, everybody knows that exercise is part of a healthy lifestyle. However, Surveys show that in practice not many people are concerned with it. One hour of physical activity a day might not be a difficult goal, yet, according to the WHO's statistics from 146 countries. eight out of ten adolescents fail to reach it Why? I might be lack of time or money but probably also motivation. Psychologists say that we're programmed to avoid discomfort. unfortunately, sport is connected with that. Sweat, sore muscles, tiredness, getting wet or dirty - that's what we have against sport

Surprisingly leveryday activities can provide sittle insighted an pelused of learn to live with discomfort and get us moving. Walking to school or getting off the bus two stops early is not just a little workout. On a cold rainy day. such a walk will make you see that. freezing or getting wet won't kill you. Similarly, choosing stairs over the lift. and taking two steps at a time is a cheap alternative to an expensive gym. membership with fancy machines like stair climbers, steppers, etc.

If boredom is your excuse for avoiding sports, turn exercising into a social activity, killing two birds with one stone. Forget social media and call your friends. Hearing someone's voice is so much nicer than seeing a row of emois. And while you're waiting for them to pick up

start walking and don't stop to you hang up Even bette in hy te a friend for a walk or a jog together or turn the next movie night into a dancing night

And when you're ready to sweat for real, join a sports dub. Make sure that. your expectations are real stic, though Gaining weight and losing staminal didn't happen overnight – and neither will losing knos or strengthening your muscles, instead of getting frustrated, set yourself little goals of five minutes. longer training sessions or five more. pushups a day, and reward yourself. when you achieve them. It will make it much more fun. And no more excuses. about being tired – even if you are, a good workout will actually give you euergy,

# 7 Read the instructions and do the task.

Każdy może uprawnać sport bez ponoszenia większych kosztów. Napisz rozprawkę (200-250 słów), w której przedstawisz swoją opinię na ten temat z punktu widzenia osoby uprawiającej sport dla zdrowia i sportowca myślącego o kanerze sportowej.



Do you think the picture and comments on page 118 illustrate the saying that sport brings people together? Why/Why not? How? Use vocabulary from this unit.

#### 8.2 Gerunds and infinitives

#### Czasowników z końcówką-ing używamy:

- Jako podmiotu zdania, np.,
   Breaking a world record is every athlete's dream,
   Rowing is more challenging than swimming.
- po niektórych czasownikach, zwłaszcza wyrażających emocje, np., admit avoid, can't stand, consider, don't mind, enjoy, finish, give up. keep (on), miss, practise, spend (time);

Jean't stand watching golf

Keep practising and your results will get better.

- po niektórych przyimkach, np.: about, after, before, m. of on without:
  - Do you warm up before going for a run?

    I'm thinking of buying tickets to the match.

#### Bezokolicznik z to stosujemy:

- w zdaniach celowych, np.:
   They trained really hard (in order) to win the gome.

   She did a course (in order) to become
   o swimming instructor
- po niektórych czasownikach, zwłaszcza wyrażających plany, intencje, decyzje, czy zamiary, np., offord, ogree, choose decide, deserve expect forget, help, hope intend learn, need, offer, plan, pretend, promise, refuseremember seem, start try, want would like: Are you learning to drive?

She can't afford to buy a good tenns rocket.

po niektárych przymiotnikach, np.:

! was surprised to learn that he had come second
in the race.

#### UWAGA:

Po niektórych czasownikach może wystąpić zarówno forma z końcowką - wg. jak i bezokolicznik z to, np

- begin, continue czy stort bez żadnej zmiany znaczenia:
   Charlie's storted to do/doing yogo regularly, and he s more relaxed now.
- like love hate czy prefer z niewielką zmianą znaczenia (czasownik z końcówką -ing = upodobania, bezokolicznik z to = czynność wykonywana często lub regularnie);
   I hate working out in a gym fuli of people.
   Susan likes to make her bed first thing in the morning.
- forget, remember czy stop z całkowitą zmianą znaczenia.
   forget (to-infantive = zapomnieć, żeby coś zrobić gerund = zapomnieć, że się coś zrobiło)

Don't forget to call me back. (Nie zapomnij. žeby do mnie oddzwonić.)
I'll never forget visiting Rome for the first time! (Nigdy nie zapomnę, kiedy po raz pierwszy odwiedziłam Rzymi)

remember (to-infinitive = pamietac, žeby cos zrobic

gerund = pamiętać. że się coś zrobiło)

Oid you remember to return the books to the library? (Czy pamiętałeś, zeby oddać ksiązło do biblioteki?)

I don't remember meeting this man. (Nie pamiętam, żebym spotkała tego męzczyznę.)

stop (to-m/mitive = przestać coś robić, zeby źrobić coś innego. gerand = przestać coś robić)

We stopped to admire the view. (Zatrzymaliśmy się: zeby podziwiać widoki.)

Stop singing — I have a really bad headache. (Przestań śpiewać — bardzo boli mnie głowa.)

#### UWAGA!

Niektôre czasowniki występują w konstrukcji verb + object + to-wifinitive. np., advise, encourage, force, help czy remind-Our teacher encouraged us to participate in the competition.

#### 8.7 Quantifiers

Quantifiers (określnik: Ilości) to wyrażenia. których uzywamy by podać przyblizoną ficzbę lub ilość czegoś.

Meaning	Singular countable	Plura, countable	Uncountable	Countable and uncountable
żaden	neither	neither of		no none (of)
	(two people/things)	(two people/things)		
ntewiele, mato		not many few	not much. little	
kiika, trochę		a few, a couple of, several	a little	some
wiele dużo	-	many a number of	much, a great deal of	a lot of lots of loads of plenty of, most (af)
oba		both both of (two people/things)		
każdy	each, every			
lle. 2		How many ?	How much 3	

#### UWAGA!

W zdaniach z określnikami ilości, które zawierają w sobie znaczenie przeczenia. neither (of), no, none (of), not mony, not much nie używamy dodatkowego przeczenia w postaci słówka not, np... Not mony people dre fit enough to climb this mountain

After the fun run, there **was** no water left in my bottle.

#### UWAGA'

Zwróć uwagę na różnice w użyciu neither i neither of oraz both i both of w zdaniu:

- po neither występuje rzeczownik w liczbie pojedynczej, np., Neither boy wants to apologise.
- po neither of a both of występuje rzeczownik w liczbie mnogiej poprzedzony słówkiem the, zaimkiem wskazującym (these/those) albo przymiotnikiem dzierzawczym (my, your, ...), np., Neither of these jockets is/are waterproof
- po both występuje rzeczownik w liczbie mnogiej, np., Take both sandwiches.

środki dopingujące

udawać kontuzje

uczciwa/nieuczciwa gra-

borsko do priki naznej

poprawiać

wyniki

linia mety

lodowisko

przeszkoda

lekka kontuzia

tor wysolgowy

stok narciarski

politinal

steryd

carloroczny

ustawianie meczu.

przestrzegać zasad

clos, uderzenie (pieścia)

sedzia (w piłce nożnej)

skafander (do nurkowania)

poważna kontuzja

skręcenie (kostki)

 KEY WORDS FOCABURARY 1 A MP3 54 astonishing beat (sb) break/hold/set a record champion. championship compate in sth downhill extreme sports high/long jump hold an event ice skaber lose medal mountain biking coponent Paralympic athlete TOWING score a goal/points support (a team) title tournament **brake** trophy Weightlifting work out. World Cup GRAMMAR 1 cheer empty гаорел stadium

At strom sprits. /has/log dg/mp/ /.heold en /vent/ Fully alcoats? /lu:z/ /medel/ /meantin\_bakey/ carpagnant. Apavrajimpik arch tz / Mrs a doct parts/ /se post (e 'birnir' tartek Z'toonamont/ /litery /'traofiv

werthitmy

/ week add/

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/'bi+ symbadi)-

a related/

/ tamplen/

/ (Jamplonjp/

/ breit/ hacid/ set

Akam pitt in symbin/

pobić/podtrzymać/ ustanowić rekord **ZWYCIĘZCA** mestrzostwa konkurować w czymś zjazdowy z gory w dol) sporty ekstremaine skok wzwyż/w dai organizować wydarzenie hiswarz przegrać medal holarstwo górskie przeciwnik paraolimpyczyk wiodiarstwo strzelić gola, zdobyć punkty wspierać (drużyne) tytuł, miano DUFFREE brenować. puder podnoszenie ciężarów **IPEROWAC** 

zdumiewający

pokonać (kogoš)

♠ MP3 55 dopingować, głośno **kabicować** DUSTY otworzyć na nowo. WZDOWIĆ stacion

opušcić dom

Mistrzostwa Świata

MENGNOW PLMPS 56 oszaleč gao wald/ przewidzieć Ab sit

BEADWING MPS 57

abandon one's home /a bendan were 'hacm/ assembly bombing border courage displaced people draw attention to sth. /.dro: eltenjan te symbo/ escape face difficulties

go wwd

foresee

flee for one's life force (st) to do sth)

hunger International Olympic Committee life-threatening peace poverty promote recent refugee camp refugee crisis raise awareness of (a problem) urgent

Ckands. /de-plest popal/ / fees difficulto/ . It is worst last. Afrik "symbadi ta duc WmBin)/ /hvnoa/ into radjunct a umpik kn mety / bill Brotanin/ April 10% / poveh for much / reficiely (traus./ retrial windress av (a problam)/

/andjob/ Virtues com N

zgromadzenie bombardowanie granica odwaga przesiedleńcy zwrócić na coś owagę stawnać czoba trudnościom ratować życie ucieczką zmusić (kogoš do problema czegoś) glod Międzynarodowy Komitet Olimpijskii zagrażający życiu poleby ubostwo, bieda działać na rzecz (czegoń) medawny ostatni obóż uchodzców kryzys uchodźczy podnosić świadomość (dotyczącą problemu) pilny, naglący

VOCABULARY 2 A MPS 58

basketball /tennis court boxing ring constant disqualify

War zone

bor slot book himis lately / boleský raty/ benstant /dis/cwolifa/

boisko do koszykówka/ hort teresowy ring staty zdyskwalifikować

strefa działań wojennych

drugs enhance performance fair/foul play feign injury finishing line football pitch ice rink light mjury match-froing obstacle obey the rules paradise punch racetrack referee semifinal severe injury ski slope sprain steroid wetsuit

SCOW SKY

balance

beginner

fitness

focus

skill.

speed

stanina

strength

ouadn

parachuting

water polo

unicycle hockey

flexibility

indoor sport

outdoor sport

seemi fairnale /spear indyad/ r the sheep? /aprent/ Metad/ Zwetwit/ year-round / jila ratinti/ Falgoresi/ /batant/ An great confidence /kordidars/ coordination

/dr/gz/

An hours

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ro bei da rurte.

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/min trail/

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(pant)

African and

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dokładność, precyzja równowaga poczatkuracy pewność siebie koordynacja sprawność fizyczna gibkość, elastyczność koncentracja sport halowy sport na świeżym powietrzu umiejętność szybkość wytrzymałość gʻb ♠ MPS 60

GRAMMAR 2 /kacti/ f paeraju 'bry' Fjuran, saild thokir

USE OF ENGLISH

trener spadochroniarstwo hokei na monoryklu. piłka wodna

béliards. bush canoeing holidaymaker Josephe martial arts shore

admired

بتامامه Abol/ Aca musin/ "type to a special and / dgogin-/ morgal cots/ 41/

bilard gzak kajakarstwo WCZasowicz jogging, biegame sztulg wallo brzeg

16 ERM 🗥

WINTING " IN MPS 62 devastating 1 410 discouraged keep in shape Hip in Jagy obligatory /a thigatarl/ overcome one's ZISMY INVALOUS VINCES weaknesses 907197703627 strengthen / stronglops team sourit him spinsy

ball gown by a gatting bister / blotter effort / elau graceful / gresfal/ incompetence An lamplare/ nod Zeroch. pretend e 27 pushup / pol/up/ sore musides / Str. th/Asalzo sparkling sweat /givet-Stiff Astativ quit Acustr

podziwiany druzgocący zniechęcony zdemotywowany utrzymywać formę obowiązkowy przezwyciężyć stabosci wzmacniać duch współpracy w zespole

sukna balowa odcisk, pęcherz wysitek wdzięczny, pełen gracji niekompetencja storiac glowa udawac pompla obolate mięśnie btyszczący iskrzący sie pot pocić się sztywny zrezygnować

10 pag 5

# Music Festivals

Music festivals are popular all over the world, especially among young people. Here are four really famous music festivals in the English-speaking world.

#### THE GLASTONBURY FESTIVAL

The Glastonbury Festival has changed a lot since the first festival took place on a farm near

the small town of Glastonbury in 1970, when It was called the Pilton Festival. Entry was Just one pound and could be paid at the gate. Nowadays, tickets for the whole three days cost hundreds of pounds and sell out online in minutes. As well as the music

performances, which take place on various stages, there is other entertainment available – even activities for kids, as many people who came to the festival as carefree teenagers still enjoy attending, now with families of their own.

THE READING AND LEEDS FESTIVALS

When the Reading Festival started, it was a jazz festival, but the organisers have always been keen to keep up-to-date with a wide variety of music tastes. This led to the Rolling Stones being invited in 1963 and a number of punk groups in the late

1970s. Although this has helped the festival remain

relevant, it has led to a number of clashes between fans of rival music forms, g ving it a less family orientated reputation than other festivals. As well as the festival. in Reading, the organisers run a similar festiva. In Leeds, in the north of England, at the same time.

- SPEAK What advantages and disadvantages of music festivals can you think of?
- 2 3.01 Read and listen to the article about four. famous music festivals. Which text (A-D) says that:
  - 1 the festival nearly went out of existence?
  - 2 the festival sn t only for young people?
  - 3 there has been some crowd trouble at the festival?
  - 4 contracts restrict artists' ability to perform when and where they want?
  - 5 the festival isn't named after the place where it.
  - 6 you have to be quick if you want to buy a ticket?
- KEY WORDS | Match the highlighted adjectives from the text to definitions 1-6.
  - 1 opposing, competing
  - 2 very old-fashioned
  - 3 without womes
  - 4 paid a lot
  - 5 completely different to anything else
  - meaningful

#### COACHELLA

The Coachel a Valley Music and Arts Festival gets its name from the area in Caufornia where it is held. It has become tremendously popular since it started in 1999 and is now a three-day festival.

The organisers make the most of the venue, with similar events being held for country music fans, death

metal followers and people who enjoy classic rock. Controversially, acts appearing here are prohibited from playing at other concerts in the area for several months. before and after the festival, although they are well-rewarded for making this sacrifice.

#### IOLIAPALOOZA

Lollapalooza was the brainchild of Perry Farrell, the leader of the band Jane's Addiction. Its name comes from an antiquated expression meaning 'an extraordinary or unusual thing', and that is exactly what Perry wanted for the band's farewell tour, a unique occasion combining music, circus acts and political and environmental information. After several years on the road', the festival seemed to have run its course. by 1997, but it burst back to life in 2003 as a fixed festival in Chicago. In addition, an overseas venue is chosen. each year for an international to lapaxooza festival.

#### GLOSSARY

act występ punkt programu

brainchild pomyst

burst back to life in nagle wrócić do funkcjonowania, aktywność

- 4 🔼 3.02 Listen to someone talking about an unusual music festival and answer the questions.
  - 1 What is the name of the festival?
  - 2 When does it take place?
  - 3 What can you see there?
  - 4 How is it possible to hear the music?
  - 5 Why is the reef in this area unique?
  - 6 How deep is the sea in the area?

#### COMPARE CULTURES

- 5 SNEAR Answer the questions.
  - 1 What is the most important music festival in your country? What do you know about it?
  - 2 What differing views do people have about the festival? Which do you agree with?







# ZERO-HOURS CONTRACTS

For many years in Britain, most workers were employed on a salary, which is a fixed monthly amount of money, or on a weekly wage. A wage can be paid at an hourly rate or in some jobs, such as a salesperson, be based on performance. Workers on weekly wages can earn overtime pay for working extra hours. Some employees who get a salary also earn overtime, but others have to work as long as necessary with no increase in pay.

Rather than being employed by a company, some people If find temporary work through employment agencies. Companies ask for staff for example if they have a staff shortage due to sickness. Workers usually earn the legal minimum wage and don't get many of the benefits that full-time workers have, such as paid holidays and sick pay.

<sup>6</sup> However, they can choose when to work and when not to, and there is no long recruitment process. There is a risk that no one will need them, but a good agency will have enough clients to make this unlikely.

Some bosses became greedy and forced workers Ponto zero-hours contracts, which are contracts without a minimum number of working hours. Companies treated workers as agency staff and didn't pay any benefits. At the same time, they expected employees to be available for work at short notice and forbade them from "finding work eisewhere. Some people whose job involves. travelling between customers were only paid for the time. they were actually with those customers. All this meant that workers never knew how much they would earn each week.

Eventually, the government was forced to step in. Now, All someone works requiarly for just one employer, they must be treated as an employee. Sick pay and holiday pay. have been brought back, and workers can ignore contracts. which say that they can't work for anyone else. Travelling time during work hours is now also payable. Finally, it workers have regular hours for a certain length of time, these are viewed as their contracted hours, and they must be paid for them, even if there is no work for them to do.

Zero-hours contracts still have many disadvantages, but the changes to employment law mean they are much ress of a problem than they used to be.



GLOSSARY greedy zachtanny cherwy overtime nadgodziny sick pay wypłata za czas choroby staff personel

## SPEAK Which of these ways of earning money do you think is the best? Why?

- a hourly pay you get paid a certain amount. for each hour's work
- b piece rate you get paid by results, e.g. a factory worker gets paid for the number of units they make
- monthly salary you get a set rate of pay each month.

## 2 A 3.03 Read and listen to the article about zero-hours contracts and choose the correct options.

- 1 What does the writer claim?
  - A Some hourly paid workers are expected to do unpaid overtime
  - B. Only people earning an hourly wage can get overtime.
  - Sometimes bosses ask staff who are paid salary to work unpaid extra hours.
- 2 Which of these advantages of agency work does the writer mention?
  - A Not having to apply for jobs.
  - B Receiving the same benefits as employed workers.
  - Always having work available when needed.
- 3 Which of these did greedy companies do for workers on zero-hours contracts?
  - A Prohibit them from working in other places.
  - B Guarantee them a minimum number of hours.
  - Give them plenty of warning about when they would be needed.
- 4 What changes did the government make for zero-hours workers?
  - A Benefits are paid by the government to cover. the lack of benefits paid by companies.
  - B They banned clauses in contracts stopping workers from working for other employers.
  - C They guaranteed payment when someone regularly works a certain number of hours. for an employer,

## KEY WORDS Complete definitions 1-6 with the highlighted words from the text.

- 1 800 10 10 is the process of finding people to join a company.
- 2 A situation in which someone has regular paid work. is called
- 3 8 more of is the condition of being ill.
- 4 If something is 49 49 49 then it should be paid.
- 5 When we talk about we mean how well someone does their job
- 6 A(n) 4 Arrows 8 is a situation in which there is not enough of something.

#### COMPARE CULTURES

#### 4 SPEAK Answer the guestions.

- 1 If you were looking for a summer job, would you prefer to get a job directly with an employer or through an employment agency? Why?
- 2 What benefits would you expect from an employer?

Left or right?







# **British Political Parties**

There are many political parties in the United Kingdom, but because of the voting system. In which only the winner in each constituency gets a seat in parliament, it is rare for any minority party to ever win one

Of the main parties, the Conservative Party is the oldest. The party often known as the Tory Party, was founded in 1835. t is associated with business, continuity and family values. t emphasises individual achievement rather than state aid. The main belief is that a strong, free economy will. eventually lead to improved afestyles for everyone

The main opposition to the Conservatives is the left-ofcentre Labour Party which was founded in 1906 by the trade unions in order to protect the working classes. 2 1/2/2 The new government introduced the welfare state to look after the unemployed and poorest in society and started the free National Health Service. Although it is now looked.

back on fondly, it fost support fairly quickly at the time and the Conservatives returned to power in 1951.

The Liberal Party now known as the Liberal Democrats. has been a minority party since the early 20th century. It is often used as a protest vote by supporters of Labour. or Conservative 3: - The Liberais are a safe alternative.

In the 2019 election, the Liberals won eleven percent. of the vote but only eleven out of 650 seats in Parliament. The Scottish Nationalist Party (SNP), on the other hand. won just over three percent of the vote but have forty-eight. seats. 4 .... As their name suggests, the SNP's main aim is complete independence for Scotland. In a referendum held in 2014. fifty-five percent of Scottish voters chose to remain in the UK, but, since Brexit, support for an independent Scotland has risen rapidly, and there. are now calls for a new referendum to be held.

SPEAK Are you interested in politics? Why/Why not? Can you name any foreign politicians or political parties?

> The Republican Party and the Democratic Party are the main political parties in the USA

- 2 3.04 Read the article and match sentences A-E to gaps 1-4 in the text. There is one extra sentence. Then listen and check.
  - A Its most famous victory came just after the end of the Second World War when t defeated Churchill's Conservatives.
  - B Those who receive the most votes become members of parliament and represent their constituents regardless of which party they support.
  - C The reason for this is that their votes are concentrated in a small number of constituencies. whereas the Liberals' votes are spread out all over the country
  - D Conservatives believe the latter makes people dependent and unable to help themselves.
  - E This happens because they are fed up with their own party but wouldn't dream of voting for the other one.

- 3 KEY WORDS Match the highlighted words from the text to definitions 1-7
  - a system of benefits, such as unemployment. benefit or sickness benefit, designed to protect those who need help
  - 2 a vote by everyone in the country, not just members of parliament, on a single issue
  - 3 a situation when voters vote for a party not. because they necessarily support it, but to show the main parties that they don't want to vote for them
  - an area of the country which elects one person. to parliament to represent them
  - 5 on the socialist side of the portical system.
  - a political party that will never be in power because it appeals to a small number of people
  - 7 an occasion when people can vote for the party. they want to govern the country.

#### COMPARE CULTURES

- 4 SPEAK Answer the questions.
  - 1 What political parties are there in your country?
  - 2 Choose one party and describe their main policies. and beliefs.
  - 3 Work with a partner Take turns to describe your political party and see if your partner can guess. which party it is.

- SPEAK What countries do you associate with the following sports?
  - American football
- lacrosse
- capoeira
- 5L/mo
- 2 3.05 Read and listen to the article about two sports and answer the questions in your own words.
  - 1 In what ways are baseball and cricket similar?
  - 2 What can a pitcher do that a bowler can't?
  - 3 How long can a cricket batsman stay in without scoring?
  - 4 How does the atmosphere at cricket matches. in England differ from 20-20 matches in India?
  - 5 Why does the writer think that 20-20 could become popular in the USA?
- 3 KEY WORDS Match the highlighted words from the text to definitions 1 6.
  - 1 people who move from one country to another to Tye.
  - 2 people who hit the ball in chcket and baseball (two words.
  - 3 people who throw the ball in cricket and baseball (two words)
  - 4 people who are in charge of an organisation and decide its rules
  - 5 people who gather together in large numbers
  - 6 people who entertain spectators at sports events by carrying out choreographed dance. and acrobatic movements
- 4 3.06 Listen to five people talking about watching sports. Match speakers 1-5 to statements A-F. There is one extra statement.
  - 1 72

- A I missed an important piece of action.
- B The atmosphere was disappointing.
- C It didn t last as long as we expected.
- D It wasn't easy to find our seats.
- Ell was impressed by the supporters' behaviour.
- F The view wasn't as good as it should have been.

#### COMPARE CULTURES

- SPEAK Answer the questions.
  - 1 What are the most popular sports in your. country?
  - 2 What sporting event in your country would. you suggest that a foreigner attend? Why?

# Did you know?

- ♥ Both cricket and basehall are the source of several idiomail()
- #15 (PAGE) một chứ hời phoapai thiết something là muiair de weinig). No throw someone a curvehall means to confine or samplic someon).



CRICKET AND **BASEBALL** 

Play ball!

If you are looking for two sports which could be said. to represent their countries, then basebal, and cricket. should be high on the list. Both sports, surprisingly, originated in England and were introduced to America by immigrants from that country. The Americans preferred. baseball while cricket became England's favourite. summer sport

The similarities are easy to see. In each, a ball is thrown at high speed towards a batsman who tries to hit it as far as possible without getting caught so that he or she can score runs. There are differences as well. First of a in cricket, the ball is bowled with a straight arm The **bowler** increases the speed of their delivery by running up to the point at which he or she has to let go In baseball, the **pitcher** stands still, but they can bend their arm at the elbow to propel the ball more quickly. The rules for the **batters** are different too. In baseba. you have a limited number of chances to bit the ball before you are out, and if you do hit it, you have to run, even if you know you will be out. In cricket it is theoretically possible to bat all day if the bowler. doesn't manage to get you out, without ever trying. to score a run

The biggest difference is the atmosphere at the two games Cricket, in England at least, is caim. and sedate Baseball crowds are noisy and excitable more like European football fans. For some encket is too slow, with even five-day matches sometimes failing to end in a win for either side. As a result, the cricket

authorities have devised a shorter.

three-hour version of the game, known as 20-20 This has really taken off in India. Noisy, passionate. crowds watch the fast-paced action while cheerleaders. loud pop music and fireworks add to the atmosphere which some refer to as being. Americanised', it has certainly proved to be successful. Star TV paid. \$2.5 billion for the television rights, stad ums are packed out, and special big screens are put up in public places. for tacketless fans to watch the action

Perhaps this new format will help cricket to return to populanty in the USA, although it is difficult to imagine it challenging baseball just yet

#### **GLOSSARY**

devise opracować, wymyśró propel wprawić w ruch score a run – zdobyć punkt sedate spokojny

34 . 1



### SPEAK Answer the questions.

- 1 How often do you go to concerts?
- 2 What do you usually argue about with your friends?
- 3 Do you ever help charities? If yes, how? If not, why not?
- 4 Do you play any musical instrument? If yes what? If not, would you like to?

(J) 4

Zadanie 1.

Roz nowa z odi



#### Uczeń A

W Dzień Dziecka Twoja szkoła organizuje akcję zbiorki pieniędzy na cele charytatywne. Twoim zadaniem jest organizacja koncertu, który odbędzie się w ramach tej akcji. Rozmawiasz o tym z kolegą/koleżanką że Stanów Zjednoczonych (uczeń B), który/która w tym roku chodza do Waszej klasy. W rozmowie z uczniem B porusz następujące cztery kwestie:

- rodzaj muzyku
- artysta/artyści,
- organizacja koncertu,
- bliety.

(Rozmowę rozpoczyna uczeń A)

#### Uczeń B

Pochodzisz ze Stanów Zjednoczonych i jesteś: na wymianie uczniowskie, w Polsce. Uczeń A organizuje: koncert, który odbędzie się w Driu Dziecka w związku. ze zbiórką pieniędzy na cele charytatywne. Rozmawiacie: o szczegółach koncertu, W zależności od tego. jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- nie odpowiada Ci rodzaj muzyki, którą proporuje: uczeń A – zaproponuj inne rodzaje muzyki, niż te, które: proponuje uczeń A, tak aby musiał uzasadnić swój wybór lub pójšé na kompromis,
- nie znasz zaproponowanego artysty poproś o więcej: szczegółów na jego/jej temat,
- zaproponuj inny sposób organizacji koncertu, np. zdobycia sprzętu,
- powiedz, że cena biletów wydaje Ci się za wysoka. ub za niska.

Zadan e 2

SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think they are fighting about?
- 2 How often do you have arguments with your family? What about?
- 3 Describe a situation when you had to applicate to someone for something you had said or done.

2) 5 minut Zadarue 3. Rozmowa na p.

Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1, i Zdjęcie 2.

Samodzielnie uczysz się grać na instrumencie muzycznym. i chcesz spróbować swoich sił w zespole. Znalazłeś/ Znalazlaś dwa ogłoszenia.

- Wybierz te oferte, która bedzie. Twoim zdaniem. najbardziej odpowiednia, i uzasadnij swój wybór
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



Our band RAINFOREST plays folk music w arcund∂ with musica

The coolest: ruck band ever is looking te expand? De you play **Would you like** in he a stur? Maybe it'il YOU we'ru! leoking fer



- 1 Do you think every child should learn to play a musical instrument? Why/Why not?
- 2 Many people say that music helps us communicate. things that our spoken language can't convey Do you think it is true?

(2) 2 m nu



### Answer the questions.

- 1 What is your favourite TV programme?
- 2 If you wanted to earn some money, would you do it at the weekends or during the summer?
- 3 Do you enjoy solving logical puzzles? Why/Why not?
- 4 Are there any computer-based jobs available for teenagers?

(2) 4 minuty Zadanie 1.

Rozmowa z odgrywaniem roli

Do the task. Then change roles and do the task again.

#### Uczeń A

Chcesz podjąć pracę wakacyjną, ale nie wiesz jaką, rozmawiasz o tym z kolegą/koreżanką (uczeń B). W rozmowie z uczniem B porusz następujące cztery kwestie:

- powody podjęcia pracy,
- rodza, pracy jako Cię interesuje,
- Twoje umjejetności,
- flość czasu, jaką chcesz lub możesz poświęcić na pracę. (Rozmowę rozpoczyna uczeń B)

#### Uczeń B

Twój kolega/Twoja koleżanka (uczeń A) chce podjąć wakacyjna prace i szuka porady. W zależności od tego. jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- dopyta, w jalom celu uczeń A szuka pracy (np. zdobycia) doświadczenia, zarobienia pieniędzy, itp.).
- dowiedz się, jaki rodza, pracy jego/ją interesuje i wyraź. wątpiłwości co do jego/jej pomysłów,
- zapytaj, czy ma wystarczające umiejętności. do wykonywania tej pracy,
- wyraż watpliwość, czy planowana ilość czasu to nie. za mato lub za dużo jak na możliwości i cele ucznia A.

(2) 3 minuty Zadanie 2.

Rozmowa na podstawie ilustri

SPUAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 Do you think these people are scared? Why/Why not?
- 2 Do you like science fiction? Why/Why not?
- 3 Describe a situation when you didn't understand. what was happening.

(I) 5 minut Zadanie 3.

Rozmowa na podstawie ma stymulującego

Oo the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1. i Zdjęcie 2.

W angielskiej szkole, w której jesteś na wymianie uczniowskiej, rusza szkolna stacja telewizyjna. Poproszono Cię o pomoc przy wyborze plakatu, który będzie reklamował to przedsiewziecie. Masz do wyboru dwaplakaty

- Wybierz ten plakat, który, Twoim zdaniem, najlepiej zareklamuje nową telewizję, i uzasadnij swój wybór
- Wyjaśnij, dlaczego odrzucasz drugą propozycję:





- 1 Do you think printed newspapers and magazines will be completely replaced by electronic versions?
- 2 How can young people be encouraged to watch or follow the news?



- 1 Do you think Earth Day actually makes people care about the environment? Why/Why not?
- 2 How do you protect yourself from cybercrime?
- 3 Is crime a problem in your area? Why/Why not?
- 4 Is it important for you to buy environmentally friendly products? Why/Why not?

(J) 4 minuty Zadanie 1

## Do the task. Then change roles and do the task again.

#### Uczeń A

Twoja szkoła przygotowuje obchody Dnia Ziemi. Rozmawiasz z kolegą/koleżanką z USA (uczeń B). który/która jest w klasie w ramach wymiany uczniów. o organizacji wydarzenia, nawiążującego do problemów ekologicznych. W rozmowie z uczniem B porusz następujące cztery kwestie:

- probiem ekologiczny, do którego nawiąże akcja,
- rodzaj wydarzenia.
- szczegóty Waszego projektu.
- podział obowiązków.

(Rozmowę rozpoczyna uczeń B)

#### Uczeń B

Jesteś z USA. Przebywasz w Polsce w ramach wymaany uczniów Rozmawiasz z kolegą/koleżanką (uczeń A): o pomystach na obchody Dnia Ziemi. W zależności od tego. Jak potoczy się rozmowa, spróbuj włączyć. do niej wszystkie lub wybrane punkty:

- nje zgódź się z wyborem problemu ekologicznego, tak aby uczeń A musiał bronki swojego pomysłu,
- popros o uzasadnienie wyboru wydarzenia,
- pomóż w wyborze potrzebnych materiałów
- zadbaj o sprawiedliwy podział obowiązków.

#### 3 minuty Zadanie 2

SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think could have caused this fire?
- What would you do if you saw someone drop. something that could start a fire in a forest?
- 3 Describe a dangerous situation that you or someone you know was in or witnessed.

5 minut Zadanie 3. Rozmowa na podstawie materiału.

# Oo the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3. Twoja szkoła organizuje Tydzień Świadomości o Bezpieczeństwie w Sieci. Twoja klasą przygotowała: trzy ilustracje i musicie wybrać jedną z nich na piakat, który będzie promował te akcję

- Wybierz te, która będzie, Twoim zdaniem, na bardziej odpowiedna, i uzasadnij swój wybór
- Wyjaśnij, dlaczego odrzucasz pozostate propozycje.







- 1 Why do so many young people fall victim to cybercrime?
- 2 Should cyber safety be part of school education? Why/Why not?



- 1 How often do you invite your friends over? What do you do together?
- 2 Do you think computers will replace teachers one day?
- 3 Are you a fan of extreme sports? Why/Why not?
- 4 Are you an organised person? Why/Why not?

(A) 4 min by Zadanie 1

On the task. Then change roles and do the task again.

#### Uczen A

Pianujesz imprezę noworoczną dla swoich znajomych. Rozmawiasz na ten temat ze swoim współłokatorem / swoja współłokatorką. W rozmowie z uczniem B porusz następujące cztery kwestie

- Ista gości,
- przebieg imprezy
- planowane rożrywki.
- organizacja jedzenia i sprzatania.

(Rozmowe rozpoczyna uczeń A):

#### Uczeń B

Twój współ okator / Twoja współlokatorka (uczeń A) chcezaprosić znaromych na Sylwestra. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć: do niej wszystkie lub wybrane punkty:

- poproś o więcej informacji o psobach, które uczeń A chce zaprostć, i nie zgódź się na zbyt dużą liczbę gości,
- obawiasz się, że goście mogą zagłądać do Twoich rzeczy. dopytaj, jak uczeń A planuje temu zapobiec.
- chcesz wiedzieć, co goście będą jeść i pić, czy będą. akieś dekoracje , kto się tym wszystkim zajmie – poproś o szczegóły
- chcesz mieć pewność, że wszystko będzie posprzątane. zapytaj, jak uczeń A planuje to zorganizować

Zadanie 2

Describe the photo and answer the questions. Then change roles and do the task again.



- 1 Do you think the girl is playing or learning? Why?
- 2 Do you prefer to play computer / virtual reality games or board games? Why?
- 3 Describe a situation when you tried a new form. of entertainment and say whether you liked it or not.

Zadanie 3. Rozr ·

Oo the task and answer the guestions. Then change roles and do the task again,

Popatrz na Zdjęcie 1. Zdjęcie 2. i Zdjęcie 3. Szkolna gazetka przygotowuje numer dotyczący sportu. Trzeba wybrać jeden z trzech projektów pierwszej strony. tego numeru. Masz do wyboru trzy okładk.

- Wybierz te, która. Twoim zdaniem, na lepiej zachec uczniów do sięgnięcia po gazetkę, i uzasadni, swój Wybór
- Wyjaśnij, dlaczego odrzucasz pozostate propozycje.







- 1 What physical activities are the most popular among teenagers? Why?
- 2 Do you think people nowadays have become obsessed with fitness and healthy lifestyles? Why/Why not?

## Present tenses

### Choose the correct options.

Hi My name's Sharon and I'm a personal trainer We all 'know / are knowing that it's important to exercise, but other things <sup>3</sup> are / are being important for your health and well-being, too. 3 I never eat / I m never eating fast food or sugary snacks and 41 drink / I'm drinking lots of water – at least two Itres a day. At the moment 1 m relaxing / I relax n the spa at the gym, but only for half an hour!

## Complete the sentences with some of the time expressions from the box.

already always for the time being never since sometimes

- 1 We've \*\*\* \*\* \*\* \*\* tried this recipe It's great.
- 2 I've 1/1 december 1/1 eaten sushi is it good?
- 3 We haven t been to a restaurant. February
- 4 She usually jogs, but Will we go to the gym together
- They re redecorating the restaurant, they're only delivering.

#### 3 Complete the sentences with the correct forms of the words in brackets.

- 1620016 (always / fike) to cook. so no wonder she is a chef-
- 2 Mum (have) tea with her friend at the moment.
- (you / eat) breakfast yet?
- 4 How often /// (he / make) his own dinner?
- (not drink) their juice yet. 5 They
- 6 Why William (she / sit) over there?

# 4 Choose the correct options.

- 1 X: What are you doing?
  - Y: 2
  - X: Good idea. Your posture is never right.
    - A I'm stretching my muscles.
    - B I take care of my spine.
    - C Staying up late.
- 2 X: Why haven't you eaten any pancakes?

  - X: Are you trying to keep fit?
    - A No. I haven't.
    - B I do. you can't see it.
    - C They're high in sugar
- 3 X: Do you eat seafood?
  - Y: %
  - X: OK, I'll give you a small portion then.
    - A Usually I don't, but this smells really good.
    - B Yes, Lam.
    - C Why are you giving it to me?

# will and be going to

### Complete each pair of sentences with the correct forms of the verbs given.

- 1 land
  - a This space mission 2 on the south pole of the Moon.
  - b SpaceX hopes this spaceship safely
- 2 go
  - Experts predict that, with the technology we have, we 🛷 🛷 🔧 🧀 trekking on Mars within the next century.
  - b If all well, the astronauts will be sent into space next month.
- 3 not book
  - a If we did now, we have to pay twenty percent more later on.
  - b I'm sorry, but this is too expensive. 1 1/2 / / this flight after all.

#### 2 Complete the sentences with the correct forms of the verbs in brackets.

- (die) one day, even 1 Every star our sun.
- 2 This summer we (go sightseeing) in European capitals.
- (go) left, and you go right, and let's meet back here in an hour.
- 4 We're in the desert, so it (be) very cold at night.
- 5 When we (invent) time travel. we'll finally be able to explore other star systems.

## 3 Choose the correct translation.

- This place looks safe, so @ (zostaniemy) here for the night
  - A we'll stay
  - B we stay
  - C we're going to stay
- 2 This mountain is so huge, it's obvious that (rue wejdziemy) it in one day
  - A we aren't climbing
  - B we won't climb
  - C we aren't going to climb
- 3 The spaceship will send a report when (wylgduje) on Mars.
  - A It will land
  - B it lands
  - C It's going to land
- 4 I heard that you've made your decision. (Czy będziesz pracowała) for NASA or a private space company?
  - A Are you going to work
  - B Will you work
  - C Are you working

### Defining and non-defining relative clauses

# Match 1-6 and a-f to make phrases.

- 1 the town
- 2 a person
- 3 the book
- 4 the day
- 5 the pharaph
- 6 a recipe
- a when we went to the beach.
- b whose tomb is in Egypt
- c where I grew up
- d that's easy to cook
- who looks like me
- f which I lent you

# 2 Is Join the sentences using relative clauses.

- 1 She's the teacher. She gave me top marks. in my test.
  - She's the teacher who gave me top marks in my test
- New Zealand is beautiful. They filmed the Lord of the Rings films there.
- 3 That was the year I moved to this school.
- 4 The hotel over there was made famous in a film. It's very expensive.
- 5 The tennis player only speaks English. His coach. is Italian.
- 6 That's the park. I met my best friend there.
- 7 My backpack is very old. It broke as I was getting. on the train.

# 3 Complete the text with one word in each gap.



There are two sets of twins in my family. My cousins, MANAGED TO look exactly the same, are identical twins. My mother, 2 see with hair is straight, has a twin, but Aunt Mary's hair is curly, so they aren't identical. In our school, 3 22 20 15 small and friendly, there is one set of twins. Arma and Josie. are also my best friends, are identical twins. Most of the teachers can't tell them apart. One day, 5 /// // // we were on a school trip, they spent the first part of the day pretending to be each other! The teacher \*\*/200\_\_\_\_\_\_\_ class they're in usually knows which one is which, though, and she noticed what they were doing. She made them wear name labels in the afternoon.

### Reflexive pronouns and each other

#### Label the pictures using the reflexive verbs. from the box.

burn cut help look at talk to teach 1 cut yourself

- Complete the sentences with the correct reflexive pronouns or each other.
  - 1 When he got home, he made lot to him to a cup of coffee.
  - 2 Steve and Wendy have been helping
  - gets dark
  - 4 She designs and makes all her clothes
  - 5 We helped 424 to take off our tight boots.
  - 6 Did the children behave /// // // // ast night?

#### 3 Choose the correct options.

- They met themselves / each other at university
- 2 We both hurt each other / ourselves when we were doing gymnastics.
- 3 My grandmother and grandfather look after. ourselves / themselves.
- 4 In my family we take turns to cook for ourselves / each other on Saturdays.
- 5 They helped themselves / each other to sweets without asking for permission.
- 6 They helped each other / themselves to put on their coats.

# 4 💆 📝 Translate into English.

- 1 You really shouldn't (kupić sobie) another sweater
- 2 My friends and I (często pożyczomy sobie) earrings and bracelets.
- 3 A change of hairstyle gives people a chance to Withouthwith with (zobaczyć siebie) as someone else.
- 4 Lan is serious, and Tom's a bit immature, so they often William (ichoca sie ze soba).
- 5 He broke up with her and then (nie mogł sobie wybaczyć) afterwards.

#### 2.2 Present perfect continuous and present perfect simple

Complete the sentences with the present perfect continuous forms of the verbs from the box. There are two extra verbs.



- They're tired. for over an hour
- 2 He's wet. He In the lake.





- 3 She's hot. round the park.
- 4 I'm ready to perform. Middle all day.
- 2 Somplete the dialogues with the correct forms. of the words in brackets. Use the present perfect simple.
  - Let's go to a gig at the Roxy

We can't they \_\_\_\_\_ (close) tt for renovation.

2 (you / ever / hear) her sing live?

No. Is she good?

| \_\_\_\_\_\_ (never / learn) to play an instrument.

can play six!

What are his albums #ke?

I don't know. ! (never / listen) to any of them.

We do nove / (move) house three times in two years!

That's a lot of moving.

- 3 Choose the correct options.
  - 1 I still can't play this song, and I've practised / I've been practising all morning.
  - 2 Tony has seen / has been seeing his fayourite band. live twelve times this year.
  - 3 Can you believe it? My parents have never heard / have never been hearing of hip hop.
  - 4 I'm crying because I've watched / I've been watching a really sad film.
  - 5 They've built / 've been building that house for two years. I wonder why it's taking so long.
  - 6 We've had / 've been having our dog since he was a puppy
- 4 M Complete the sentences with the correct forms of the verbs in brackets. Use the present perfect simple or continuous.
  - 1 Your eyes are red. \(\frac{\partial \text{The fill of the fil
  - 2 2 2 2 4 10 10 10 (1 / do) a lot of exercise lately. (it / strengthen) my muscles and
  - 3 (11 feeth with the / ever / release) a live a butn?
  - 4 How long % / 1/1/1/2/// (you / know) about it?
  - 5 How long William Millianth (you / perform) solo?
  - 6 2017/2018/19 (she / study) under this conductor for five months now.
- 5 omplete the sentences with the correct forms of the verbs from the box. Use the present perfect simple or continuous.

	be look not say say see tour
1	You William never William more beautiful
2	Where IIIIIII you IIIIIII
3	We WARRANT the country for months, and we
4	need to take a break now.
5	You 22 20 22 a word since you arrived.  Is everything OK?
6	Of course he's talented: That's what I all the time.

6 Choose the correct options.

# Bringing people together through music

What connects peace and rock music?

Milrovica Rock School! The city of Milrovica is divided into two parts and the idea of Rock School is to promote peace between Serbs and Albanians by allowing them to make music together.

How long has it 1 gone / been going on?

For the past ten years the school 2 brought has been bringing. musicians from these two different communities together

Have the students \*made | been making any records ? |

Yes, and students have performed, live in concerts. Some bands.

\*have been uploading / have uploaded videos to YouTube

A lot of students have taken part, haven't they?

Yes, since the school started, over 1,200 5 have attended have been attending

# 2.7 Question tags • Questions with prepositions at the end

7	Complete the text with the correct forms
	of the verbs from the box. Use the present perfect
	simple or continuous,

hear	help	not record	perform	play	tour	try
------	------	------------	---------	------	------	-----

My brother is a guitanst in a band.

He with his band for six months.

The band any albums yet, but they a lot recently. They a lot recently. They are going to be famous. In some big venues, and I think one day they're going to be famous. In some big venues, and I think one day they're going to be famous. In some big venues, and I think one day they're going to be famous. In some big venues, and I think they're really good. At the moment, they are playing cover versions, but my brother to him with the lyncs.

# 8 Complete the dialogues with the correct forms of the words in brackets. Use the present perfect simple or continuous. Add the verbs where needed.

- 1
- X: How long // /////////// (she / rehearse) for this concert?
- Y: Three months, but (she / not learn) as the pieces yet.
- 2
- X: [you / see) my mike<sup>3</sup>
- Y Yes, I It's on your desk.
- 3
- X: Great performance. (you / take) essons?
- Y' No, I but I practise) a lot lately
- 4
- X. (you / eyer / hear) this DJ live?

#### 

- 1 @ / // // @ (you / ever / see) that band play live?
- 2 \*// /// ///// // ////// {| / go} to two of their concerts
- 3 (they / ever / play) in a band together?
- 4 (they / perform) together for three years.

#### 1 Choose the correct options.

- 1 You listen to music all the time, don't / haven't you?
- 2 He's met a famous singer, rsn't / hasn't he?
- 3 She can't play the piano, can't / can she?
- 4 We're going to be late, aren't / won't we?
- 5 They weren't very successful, were / weren't they?
- 6 Your brother isn't coming to see you play is / will he?

#### 2 Mr Complete the question tags.

- 1 This girl hasn't auditioned for us before,
- 2 You won't tell anyone, §
- 3 You took my headphones again 1
- 4 She'll be all right, 277/0 / 77 2
- 5 Your mother isn't a composer ?
- 6 All the tickets were sold out within three hours,

# 3 Complete the questions with the correct prepositions. Then answer the questions.

- 1 What kind of music do you usually listen 4.7
- 2 What school subjects are you interested
- 3 How would you feel if your favourite band broke ?
- 4 What do you worry 2/4 ?

#### 4 Write questions about the underlined parts of the sentences.

- 1. I've shown it to my parents.
- 2 He took up ballet.
- 3 She's taking care of her younger sister,
- 4 Only three people signed up.
- 5 The film is based on a novel by LR R, Toikien,

#### 5 Choose the correct translation.

- 1 Your brother isn't coming, @ (prawda)?
  - A is he
  - B the truth
  - C Isn't he
- 2 All the tickets sold out within an hour (tak)?
  - A on yes
  - B didn't they
  - C all were
- 3 What sports or other activities # (jestes dobro)?
  - A are you well
  - B are you good at
  - C you're good
- 4 That music's cool. What 😥 (stuchosz)?
  - A do you hear
  - B you listen
  - C are you listening to

#### 3.2 Modal verbs of deduction and speculation

#### Choose the correct options.

- 1 It's so hot today! It must / can't be the hottest day of the year so far!
- 2 She's over an hour rate. Her train must be / must. have been cancelled.
- 3 What's this for? Do you think it could / must be for. grating cheese?
- 4 Hove my present. You must have / must spent hours looking for it.
- 5 Who's that at the door? It can't / could be Adrian he s in Canada at the moment.
- 6 If he d tried harder he could / can't have won. the race.
- 2 Complete the dialogue. Use must, could/might or can't in the present or past with the correct forms of the verbs in brackets.

I've lost my phone. Have you seen it?

It i ..... (be) in the kitchen. You often leave it on the table.

No, I've looked there. It 2 (be) somewhere in the house, though. I had it when I came home yesterday.

> You 3 /2/2/// (drop) it in the hallway when you were taking your coat off

No. rt 4 (be) in the hallway. I didn't see it when I put my coat on just now.

You 1 (put) it somewhere when you were tidying the kitchen.

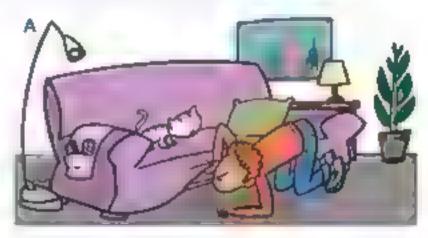
I haven't put it anywhere.

Have you checked your pockets? .... (be) there.

Oh, I can hear it ringing, it's in the dishwasher! 17 and the second (leave) it in there when I was loading the dishwasher.

- Rewrite the sentences using must, could/might or can't for speculation and deduction in the present or past.
  - This ring possibly belonged to an ancient king.
  - 2 It definitely isn't made of silver.
  - 3 Perhaps it's made of gold.
  - 4 It's definitely very old
  - 5 The ring was possibly buried with him.
  - 6 It definitely wasn't left here by accident.

4 Answer the questions about the pictures. Use the correct forms of must, could/might or can't for speculation and deduction.



- What is he doing? Why?
- 2 What has probably happened?



- 1 Why is the student upset?
- 2 Is the teacher surprised? Why?

## 5 Choose the correct paraphrase.

- 1 I'm sure she was delighted to finish her documentary
  - A She might be delightful
  - B She must have been delighted.
  - C It could delight her
- 2 It's possible he got lost in the maze,
  - A He might have got lost
  - B He could get lost
  - C He must have got lost.
- 3 The bag definitely doesn't belong to Al it's got a label which says 'Craig
  - A The bag can't belong
  - B The bag might not have belonged
  - C The bag doesn't have to belong
- 4 I'm sure he didn't commit this crime.
  - A He must not have committed
  - B He might not have committed
  - C He couldn't have committed



## Past tenses, past simple, past continuous, past perfect

A	
_	entences using the past forms
of the verbs in brace	ixets.
1	
X: Why Whitehiles night?	ZÉE (you / laugh) so loud last
Y: 121 hiller M.	(watch) that comedy Martin
140 12.24	(recommend) last week
2	
X: 1/2 Marie 1/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2	(you / finish) that book erday?
	(not read) any of his books
before but I love	
3 V: Wheel @ A. A. A.	/ (you / put) my phone?
	(listen) to music
	er l'III (give)
ft back to you	CI ALLE A SA SIBIACI
4	
X: Why is your swea	itshurt tom?
	(catch) the door bandle when
I I	/(leave) the gym.
5	(rear a) ma By m
X:	(you / hear) that?
	ke someone caring for help.
	ghost of the White Princess?
She	(be) locked in the tower after
she	(fall) in love with a farmer
6	,
X: Who !!!!!!!!	(Jenny / talk) to
at the party last n	
Y; Her old friend fro	
(not see) each oth	
(move) to New Yo	ork.
3	
	entences with the words from
the box.	
after before b	y the time since then while
1 He heard a windo	w open and
	on the light in the living room.
	I got to the front door.

the person who had rung the bell was gone.

reunion because I hadn't seen them

6 The airport security found my suitcase.

4 Someone took my suitcase

hit the headlines.

sent on the next one

I was checking into my room.

5 They had divorced long With the

school.

3 I d dn't recognise half of the people at the school

we had graduated from high

my plane had left, so it will be

the news

2

- 3 Section 2 S of the verbs in brackets. 1 Someone Without the (bury) the ring many years before we we will (move) into this 2 for hithreally (they / discover) anything like it before? 3 They 1/2 1/2/2014 (never / read) any thritiers before I was a few (buy) them this one. (not watch) the final scenes 4 You in of the film with any surprise. (you / see) it before? 5 By the time ( % / / >> / / / (get) there, the match Withill Willed (finish). 6 She /// //// /// (already / learn) to ski, so after just one lesson she filter (snowboard) like a professional 4 M Complete the text with the past simple, past continuous or past perfect forms of the verbs in brackets.
  - Last summer, my parents and I ............ (go) sailing on Lake Ontario for two weeks. My father (do) some sailing when he was young, (never / go) sai no but my mother and l 3 before We f (drive) to the coast, which (take) about five hours. But while we (unpack) the car we 7 that we \* (forget) to pack our sailing shoes we couldn't find them anywhere. However, the next day, after we "......(eat) breakfast, I noticed the box of shoes by the back door of the cottage. How \* \_\_\_\_\_ (they / get) there? It was a mystery
- 5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.
  - 1 Two weeks ar smile with (after / they / discover) the shipwreck, divers from all over the world came to explore it.
  - 2 Why White Mills (you / walk) through a forest in the middle of the night?
  - 3 By the time the government solved the problem 🛠 (it / already / make) the headlines.
  - 4 That was my first documentary 22 Aug. (I / not / make) films before.
  - (he / decode) the ancient scrows when he came across a strange piece of information.
  - (he / write) best sellers before he published this one?

#### Future continuous • 4.2 Future perfect

#### Complete the sentences with the correct forms of the verbs from the boxes. Use the future continuous in sentences 1-3 and the future

perfect in sentences 4-6.

have learn live sit start take

- 1 This time next week, Jane 🛷 🐣 🧀 in an examhall. She 🛷 🧼 🛷 an exam.
- 2 This time next month. Jane 200 400 41 fun. at the beach. She / to surf.
- 3 This time next year, Jane \*\* \*\* university. She away from home.

buy find finish leave

- 4 In a month's time, Jane 2 / 2 all her exams. and she " " / // school.
- 5 In a year's time, Jane 6/22 her driving test.
- 6 In five years time, Jane 2000 a good job. and she 4 \* \* \* // her first car.
- 2 Complete the sentences with the correct forms of the verbs in brackets. Use the future perfect or the future continuous.
  - Andy has gone out with his friends tonight. 4//////. (not finish) his homework by tomorrow.
  - 2 I'm toolong forward to the new senes of Master. Baker | 455 - 1455 (watch) it at 8 o'clock ton ght with my parents.
  - 3 Jess and Andy have arranged to go shopping. on Saturday By 3 o'clock they (visit) more than twenty shops.
  - 4 Jess and Andy Work and Add (buy) lots of clothes by the time they finish shopping.
  - 5 My aunt and uncle moved to Australia when I was ten. By this time next year, I (not see) them for six years.
  - 6 I managed to get tickets for the concert! This time next week, I 200 movement (watch) my favourite band ive.

## 3 Translate Into English.

- She \(\frac{\partial \text{the finite of the by June.
- 2 Next week @/ /// / / // (bedg sie uczyć) for their exams
- 3 127 Authorities (nie założę) my business by next month, there's not enough time.
- 4 2 Annual Co bedziesz robil) professionally at the age of twenty-eight?
- 5 We can hire you in September (Dostaniesz) your degree by then?

#### Future modals • 4.7 Future time clauses

- Complete the sentences, Use the correct future forms of can, have to or need to and the verbs in brackets.
  - There isn't enough snow on the mountain, so we (not go) skiing tomorrow
  - 2 Dan's passed his driving test, so he (drive) us to the beach next month.
  - 3 I'm bringing my portable speaker, so you (not remember) to bring yours.
  - 4 Rebecca (sn't ill now, so she 4 1 Marin /// (run) in the marathon next week.
  - 5 There isn't a café at the zoo, so you (bring) your own lunch
  - 6 Freya failed all her exams, so she (not go) to university next year
- Choose the correct options.
  - 1 I won't go out until I finish / I'll finish my homework
  - 2 When he passes his test, he'll buy / he buys a car.
  - 3 As soon as it will stop / stops raining, we'll go out.
  - 4 When the exams are over Thave / I'll have a big party.
  - 5 She won't check her messages until she gets / will get home from school.
  - 6 She'll buy some new headphones as soon. as she will have / has enough money
- 3 Somplete the second sentence so that it means the same as the first one. Use the words in capitals.
  - It won't be possible for him to get a job. in France. BE
    - He 1/1/11/1/1/1/1/1/1/1/1/1/1/ a job in France,
  - 2 They will ask us to show our passports if we want. to cross the border. HAVE
    - We 2 1 to 18 million 18 miles our passports if we want to cross the border.
  - 3 We will be allowed to drive in a year. ABLE
  - 4 There will be no need to pay for the museum. tickets. NEED
    - for the museum We ? ~ tickets.
  - 5 You must be eighteen to vote. UNTIL You won't be allowed to vote



## The passive

- Choose the correct options.
  - These bags have been made / have made of plastic.
  - 2 The company recycles / is being recycled old plastic. bags.
  - 3 We are going to mend / to be mended more clothes n the future
  - 4 Fewer old clothes will be thrown / will throw away.
  - 5 We collected much more rubbish last year than had been collected / has been collected the year before
- 2 A Complete the sentences with the correct passive forms of the verbs in brackets.
  - If we take showers instead of baths.
  - 2 More and more glass bottles (recycle) all over the world these days.
  - 3 The beach (It in the little (clean) by volunteers five times this summer
  - 4 The fish were put in a jar while the aquarium. MANUSCHILL (wash).
  - 5 These trees 2 (often / plant) to reduce pollution.
  - 6 How many wind farms (build) in the next ten years?
- 3 Complete the text with the verbs in brackets in the active or passive.

in the early twentieth century, horse-drawn vehicles. " Ideal Idea (replace) by cars and lomes. These days, horses 2/1/1. 112.73. 1140.74 (use) mainly for sport. What's the future of transport? Potlution 3 .... must reduce) We4. not give up) ou leafs. but they 5 can control by computers, and it looks like renewable energy 6 Andrews (going to / use) to power them.

- it means the same as the first one.
  - Two hundred people had borrowed this book before me-

This book

- 2 Factories can make paper from old clothes. Paper
- 3 They use a lot of water to make paper A lot of water \*
- 4 They are going to move the factory to a different

The factory 12

5 They will build a new road.

A new road 4

6 Environmental groups must organise more protests.

More protests 4/2

#### have/get something done

Complete the sentences with the verbs from the box in the have/get something done form.

burn deliver make can/mend have to/recharge

- 1 The zoo 🐉 the shark aguarium bigger next year
- 2 Many animals 222 2 their fur 2 in last week's fire.
- 3 When I couldn't grow my own vegetables. 1 1/2 // my greens W/ mills from a farm.
- 4 You was all your leather coat the hulfly here.
- 5 1 this electric car %



- 2 Complete the sentences with have/get something done and the correct forms of the verbs in brackets.
  - 1 She (solar panels / install) recently
  - (new water filters / 2 The factory design) last month.
  - 3 We (should / our rubbish / pick up) more often.
  - 4 All our workers ? (their lungs / test) once a year
  - 5 Right now, the authorities (new earthquake detectors / set up) all over the city
- 3 Complete the second sentence so that it means the same as the first one. Use the words in capitals.
  - The mechanic is repairing our car. ARE
  - 2 Someone will dye this dress black for me. DYED. 12 biack
  - 3 Frank has paid someone to replace the water heater. HAD

Frank 2 / 100/12/01

4 The gardener is going to turn the path into a lawn. GET

We are a lawn.

5 The factory has to hire someone to clean the lake. CLEANED

The factory has to

The city hired someone to remove the rubbish.

The city

## Second conditional • I wish and 6.2 for y (present and future wishes) 6.7

#### I wish and If only (past regrets) -Third conditional

#### What are they thinking? Write a sentence with I wish or if only and the words given.





1 | / remember / password 2 | / have / cat I wish I could remember my password.





3 1/ ride a moped

4 she / be / my friend

#### What would you do in these situations? Write a second conditional sentence.

- You find a wallet in the street. If I found a wallet in the street, I would take it to a police station.
- Someone sees you pick it up.
- There's money in the wallet.
- 4 There's a phone number in the wallet.
- No one answers the phone
- 6 Someone accuses you of stealing the wallet.

#### 3 Complete the second sentence so that it means the same as the first one.

- Even being poor wouldn't make him rob a bank. Even if & . . .
- 2 It's DNA testing that makes forensic science so successful.
  - If we didn't have DNA testing, forensic science so successful.
- 3 I don't like the fact that I have to go to school today
  - wish [ 🤣 to school today.
- 4 He doesn't spend all his time playing only because he works all day.
  - He 🗇 playing if he didn't work all day
- 5 In your place, I wouldn't make him angry I wouldn't make him angry if
- 6 I'd like to know where to get a lot of money where to get a lot of money

#### What are they thinking? Write a sentence with I wish or if only and the words given,



1 1 / not drive / so fast If only I hadn't driven so fast.



2 1/ not lose / phone





3 she / water / plant

4 he / not score / goal

#### Rewrite the sentences in the third conditional.

- He destroyed the carpet, so he had to pay for it.
- 2 I left the meatloaf on the table, so the dog ate it.
- 3 We didn't tell them we were coming, so they weren't at home

4 He used a fake ID, so the shop assistant called the police.

- 5 You didn't pay your bills, so they cut off your. Internet
- 6 She didn't sign out of her account, so someone stole all her data.

#### 3 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- 1 He 2/2 (not pay) the fine if he hadn't stolen the bike.
- 🍰 (tell / I) 2 I wish someone @ about this fact sooner
- 3 If only Wallet (I / check) the laws in this country before arriving.
- 4 He offended the judge, so he was given a fine. If he . . . . . . . . . . . . . . . (not offend) the judge, he wouldn't have got a fine.
- 5 If the judge hadn't found out about the lie. go free.

## Reported speech

#### Complete the reported sentences.

- 1 I said, "I ve never played tennis." said
- He said, 'We fixed the aptop. He said they
- 3 They said, 'We must go at 8:00.' They said 1997 2 grade to me the
- 4 He said 'I had never seen this tango danced before."

He said he 8

- 5 She said, 'I can teach you how to skate.' She said she
- 2 Rewrite the message in reported speech.



I'm going to take a few days off - I'm taking part in the chess championships. I lost the last one because I hadn't prepared enough. I can win this one, but I must practise. I'll be in touch."

#### Report what Jenny told her brother, Sam, yesterday Use tell, suggest, offer and ask.

Close the door

She told him to close the door

- 2 Let's have ice cream.
- I'll go on this ride with you.
- Please stop talking.
- Shall we play Pokémon GO later?
- Don't touch the pan!

## 4 Choose the correct translation.

- She said that \(\sigma\) (sie spieszy).
  - A she is in a hurry
  - B she was in a rush
  - C she was running
- 2 Dad said \* (żeby nie dotykać) the cooker
  - A don't touch
  - B not to touch
  - C no touching
- 3 The company said they had updated the game (w zesztym tygodniu).
  - A last week
  - B the previous week
  - C a week before
- 4 They said they \(\overline{\pi}\) (wyjadą dzis).
  - A would leave now
  - B were going to go that day
  - C were leaving today

## Reported guestions

#### Choose the correct options.

- 1 'Can I have more time to think?' She asked if she could / con have more time. to think
- 2 What are you doing there? He asked what she is / was doing there.
- 3 'Did you get there on time?' She asked whether he had got / get there on time.
- 4 Where are you going to stay during your holiday?' He asked where she was / is going to stay during her holiday
- 5 'Have you ever played Pokémon GO?' He asked if she has / had ever played Pokémon GO.
- 6 What will you say to your teacher?" She asked what he will / would say to his teacher

#### 2 P Complete the reported questions.

- 1 'Have you downloaded the new app?'
  - Mark asked lke
- 2 Which park shall we go to?"

Elie asked Mike

- 3 'When do you have dinner?'
- 4 'Is your aunt coming tonight?' Sue asked Jen 2/14/4 1997 A
- 5 Where is your brother going to live?" Tina asked Molly
- 6 'Can your grandmother drive?' David asked Linda

## 3 Translate into English.

- 1 Dad asked WANTH ANTHINATO & (co robiny) in his room.
- 2 The teacher W. A. L. Market Market (postroszy). že powie) my parents about this prank
- 3 Jake asked (kiedy wypuszczą) a new version of the game.
- 4 Mary asked (czy ułożyłam) the Rubik s cube.
- 5 The shop assistant asked whether
  - I didates out the sylvethic (kuple te) game
- 6 He 4/2 15 select (1/16) selected for przeprosił za zniszczenie) my chess piece.



## Gerunds and infinitives

- Choose the correct options.
  - 1 | lenjoy training / to train, but | always want winning / to win!
  - 2 I'm going to the athletics track to watch / watching my friends, who are good at to nm / running.
  - 3 It's important to take / taking part in competitions. if you dream of being / to be in the Olympics.
  - 4 You get better by practising / to practise, but you also need to spend time to relax / relaxing.
  - 5 Throwirs / To throw the Javelin is one of the sports that it's important to do / doing well in the decathlon.
  - 6 When you learn to do / doing a new sport, t's difficult winning / to win at first.
- 2 Complete the sentences with the infinitive or the gerund form of the verbs from the box.

build climb learn see

- 1 They beloed "It had a new hospital" in the refugee camp.
- 2 We miss our friends back home
- 3 They decided ########## every day until the 5 km race.
- 4 find fill to swim is important if you live near water
- 5 They went to India Manual photos of the Tai Mahal.
- 6 It's easy 2017 20 Mount Snowdon in Wales because it isn't very high.
- 3 Complete the text with the correct words formed from the words in the box. There are two extra words.

advice champion force loss make remember remind sit speech



I've always been a very competitive person, so when I started playing rugby it was to win. My team participated n many territorial and usually came

home with troph es. But there's one empty spot on my shelf it a where the me that atthough we "was returned the game that year, I learnt an important lesson. I remember 49/2011/1 on a bench, upset, when a player from another team stopped to \* \* \* to me. I thought he came to laugh at me, but he just wanted to Influence to play more thoughtfully It "Whitestill me to rethink my strategy and I've played much better since then

## Quantifiers

#### Match the phrases that mean the same.

1 not enough	a a small amount of
2 only a few	<b>b</b> more than enough
3 not much	c too little
4 several	<b>d</b> plenty of
5 loads of	e a few
6 too much	f not many

- 2 Make a phrase about school life with each quantifier from exercise 1. You can use the ideas from the box or your own words.
  - books days equipment exercise homework sport students time

We do not do enough exercise.

#### 3 A Choose the correct options.

- There are only 
   2 de athletes l'admire.
  - a few b a few loads of
- 2 Skiing has 28 fitness benefits.
  - b few e jots of a much
- There are sports facilities in my town.
- a plenty **b** not enough c too little
- 4 We have \* / of time to get there, don't worry
  - b loads a top much severali
- 5 There isn't snow on the mountain this winter.
- b a few c much a many 6 I've been to be sports events, but no football
- matches.
  - a several b not enough c loads

## 4 Choose the correct options.

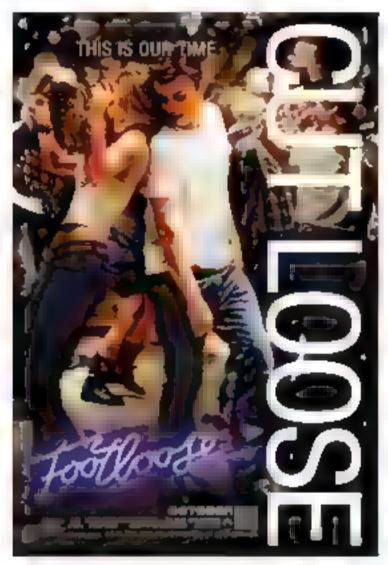
1 2/2 people think that team sports are an important. part of the school curriculum. They say that they have 2 benefits. First, they encourage team spirit, which not 3000 students experience outside school Secondly they help to develop leadership qualities - there are still \* school activities that do that, Lastry, of course they provide 5000 opportunities for healthy exercise. However, individual sports can also give students \*\*\* activity - and I certainly prefer them.

1 A Plenty of B Not much	C Enough D Every
2 A a number B several	C little D much
3 A much B both of	C few D many
4 A not enough B none	C neither D not much
5 A few B a little	C plenty of D a couple
6 A most of B a number of	C every D a great deal of

2.3 Speaking, Fast Finishers

Choose one of the film posters and describe it, guessing who the people are, what they are doing and how they are feeling.



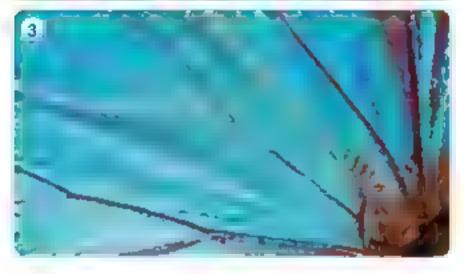


#### 3.2 Grammar 1. Fast Finishers.

Look at the photos and write a few sentences speculating about what they show,







4.1 Vocabulary 1 exercise 4

Check your answers to the quiz: do you have more stars or moons? Then go back to page 55 and read your results.

٧	۷H.	At 1	16	xt?
		å	!	ь
	1	*		(
	2			*
	3	•		*
	4	-		*
	5	*		(

## 

Infinitive	Past simple	Past participle		
arise /əˈraɪz/	arose /a'rauz/	arisen /əˈrɪzən/	pojawic się	
awake /a'weik/	/a'wask/	awoken /a waokan/	obudzić	
be /bi:/			być	
bear /bea/	bore /bot/	borne /bo:n/	znosić	
beat /bist/	beat /bi:t/	beaten /bi:tan/	pokonač, bić	
become /bi'kam/	became /bi'keim/	become /bi/kam/	stać się	
begin /bi gin/	began /bi'gæn/	begun /biˈgʌn/	zacząć	
bend/bend/	bent /bent/	bent /bent/	zginač, nachylač	
bet /bet/	bet /bet/	bet /bet/	założyć się	
bind /baind/	bound /baond/	bound /baond/	wiązać, złączyć	
bite /bart/	bit /brt/	bitten /'bitən/	идгуйс	
bleed /bli:d/	bled /bled/	bled /bled/	krwawić	
blow /blao/	blew /blu:/	blown /blacn/	wiać	
break /breik/	broke /brack/	broken /'braokan/	złamać, zepsuć	
breed /bri:d/	bred /bred/	bred /bred/	hodować, wychować	
bring /brng/	brought /brott/	brought /bro:t/	przynieść	
broadcast /'broad_koast/			nadawać	
build/bild/	built /bibt/	built /b/t/	budować.	
bum /ba:n/	burned /ba:nd/ / burnt /ba:nt/	burned /bacnd// burnt /bacnt/	spalić	
buy /bai/	bought /bott/	hought /bott/	kupować	
cast /ko;st/	cast /ko:st/	cast /ko:st/	rzucać	
catch /kætʃ/	caught /ko:t/	caught /lost/	złapać.	
choose /tju:z/	chose /tjaoz/	chosen /ˈtʃəʊzən/	wybrać	
cling /kliŋ/	clung /klʌŋ/	clung /klaŋ/	przywrzec, uczepić się	
come /kam/	came /kem/	come /kam/	przyjść	
cost /kost/	cost /kost/	cost /kost/	kosztować	
cut /knt/	cut/kat/	cut /kAt/	ciąć	
deal/di:l/	dealt/delt/	dealt /delt/	radzić sobie	
dig /dig/	dug/d/g/	dug /d/g/	kopać	
do /du:/	did /did/	done /d/n/	zrobić	
draw /dro;/	drew/drut/	drawn /droin/	rysować	
dream /dri:m/	dreamed /driamd/ / dreamt /dremt/	dreamed /drkmd// dreamt /dremt/	marzyć	
drink /dngk/	drank /dræŋk/	drunk/drank/	pić	
drive /draw/	drove /draov/	driven /'drivars/	prowadzić samochód	
est /lit/	ate /et/	eaten/Titan/	jeść	
feel /fi:l/	felt /felt/	felt /felt/	czuć	

Infinitive	Past simple	Past participle	
fight /fait/	fought /to:t/	fought /fo:t/	walczyć
find /faind/	found /faund/	found /faond/	znależć
fit /ht/	fit /fit/ / fitted / fitid/	fit /fit/ / fitted / htid/	pasować
flee /fli:/	fled /fled/	fled /fled/	umykać. uciekać
fly /flar/	flew/flus/	flown /floon/	lecied
forbid /fa/bid/	forbade /fo/bard/	forbidden /fa/bidan/	zabronić, zakazać
forecast /'fockast/	forecast / fackasst/	forecast / fo:ka:st/	przewidywać
forget /fa/get/	forgot /fa'got/	forgotten /faˈgotan/	zapomnieć
forgive /fa/grv/	forgave /fa gerv/	forgiven /fa givan/	wybaczyć
freeze /fn:z/	froze /fracz/	frozen /'fraozan/	zamarzać, zamrazać
get /get/	got/got/	got /got/	dostač
give /grv/	gave/gerv/	given / grvan/	dać
go /gao/	went /went/	gone /gon/	iść
grow /grao/	grew/gru:/	grown /gracen/	rosnąć
hang /hæŋ/	hung/hʌŋ/	hung /hʌŋ/	wisieć, powiesić
have /hæv/	had /hæd/	had /hæd/	mieć
hear /his/	heard /hs:d/	heard /hstd/	styszeć.
hide /haid/	hid /hid/	hidden / hidan/	chować
hit /hrt/	hit/hrt/	hit /hst/	uderzyć
hold /hackl/	held /held/	held /held/	trzymać
hurt /hs:t/	hurt/hs:t/	hurt /ha:t/	zranić
keep /kitp/	kept/kept/	kept /kept/	trzymać
kneel /ni:l/	knelt / nelt/ / kneeled / nilld/	kneft /nelt/ / kneeled /ni:ld/	klękać, klęczeć
knit /nrt/	knitted / natid/	knitted / nitid/	robić na drutach
know/nag/	knew/njut/	known /nagn/	wiedzieć
lay /le/	laid /leid/	laid /leid/	polożyć
lead /fird/	led/led/	led /led/	prowadzić
lean /litn/	leant/lent// leaned/lithd/	leant /lent/ / leaned /lind/	przechylać się
leap /Etp/	leapt/lept/ / leaped/litpt/	leapt /lept/ / leaped /lispt/	skakać
learn /la:n/	learned /la:nd/ / learnet /la:net/	learned /la:nd/ / learnt /la:nt/	oczyć się
leave /Tev/	left /left/	left /left/	opuścić
lend /lend/	lent/lent/	lent /lent/	pozyczyć (komus)
let /let/	let /let/	let /let/	pazwolić
lie /lad	lay/le/	lain /lem/	leżeć
light/lart/	lit/lst/	lit /lit/	zapalać
lose /lutz/	lost /lost/	lost /lost/	zgubić
1 11/10	1000	THE REAL PROPERTY.	-Book

Infinitive	Past simple	Past participle		Infinitive	Past simple	Past participle	
make /meik/	made /meid/	made /meid/	zrobić	smell (	smelled/smeld//	smelled /smeld/ /	pachnieć,
mean /mitn/	meant /ment/	meant /ment/	znaczyć	/smel/	smelt/smelt/	smelt /smelt/	wąchać
meet /mi:t/	met /met/	met/met/	spotkac	speak /spi:k/	spoke /spack/	spoken /'spaoken/	mówić
mistake /mi/steik/	mistook /mi'stok/	mistaken /mi'steikan/	pomylić	speed /spi.d/	sped/sped// speeded	sped /sped// speeded	przyspieszyć
mow /mau/	/maud/	mown/mach// mowed/macd/	kosić, strzyc	spend	/'spitdid/ spent	/'spi;did/ spent	spędzać
/ auva kam/	overcame /_adva'kem/	/ adva kAm/	przezwyciężyć, pokonać	/spend/ steal	/spent/	/spent/ stolen	ukraść
oversleep / acva/sli:p/	overslept /_aova'slept/	overslept / acva slept/	zaspać	/sti:l/	/staol/	/"staclan/	
pay/pei/	paid /peid/	paid /ped/	płacić	stick/stik/	stuck/stak/	stuck /stak/	wbijać,wtykać przyklejać
prove	proved	proved /pruryd/ /	udowodnic	sting/stm/	stung /stan/	stung /stan/	ukłuć
/pru;v/	/pru:vd/	proven/prusvan/		stink /strjk/	stank/stænk/	stunk /stank/	smierdzied
put /pot/	put/pot/	put/pot/	polożyć	strike /strack/	struck /strak/	struck /strak/	uderzyć, wybi
quit /kwit/	quit /kwrt/	quit /kwit/	rezygnować, opuszczać	swear /swea/	swore/swo:/	worn /swa:n/	przyrzekać
read /ri:d/	read /red/	read /red/	czytać	sweep /switp/	swept /swept/	swept/	zamiatać
rid /nd/	rid /nd/	rid /nd/	pozbyć się	swell	swelled	swollen	puchnąć
ride /raid/	rode /raod/	ridden / ndan/	jeżdzić na	/swel/	/sweld/	/'swaptan// swelled /sweld/	
ring /rin/	rang/ræŋ/	rung /rAŋ/	dzwonić	swim /swm/	swam/swæm/	SWAM /SWAM/	płynąć
rise /raiz/	rose / rəoz/	risen/rizən/	powstawać, rosnąć	swing /swin/	swung /swan/	SWUTS /SWATI/	zakołysać,
run /ran/	ran/ræn/	rum /rxm/	biegać	take /tek/	took/tok/	taken / tekan/	zamachnąć
say /sei/	said /sed/	said /sed/	powiedzieć				wziąc
see /si:/	saw /so:/	seen/sim/	zobaczyć	teach /ti:tj/	taught /to:t/	taught /ta;t/	uczyć
seek /si:k/	sought/su:t/	sought/suit/	szukač	tear/tea/	tore /b;/	tom /tain/	podrzeć
sell /sel/	sald/səzild/	sold /saold/	sprzedać	tell/tel/	told /tacid/	told /taokd/	powiedzieć
send /send/	sent /sent/	sent/sent/	wysłać	thánk /Bank/	thought /85;t/	thought /85;t/	myśleć
set /set/	set/set/	set/set/	ustawić	throw/Brad/	threw/env:/	thrown /Graun/	rzucać
50W /500/	/sapd/	sewn/saon// sewed/saod/	szyć	thrust /Brast/	thrust/OrAst/	thrust /GrAst/	pchnąć
shake /ʃeɪk/	shook/jok/	shaken / Jeikan/	trząść, potrząsać	/ˌʌndə gəʊ/	/ˌʌndəˈwent/	/ˌʌndə gon/	poddać się czemuś, przejść
shed /jed/	shed /jed/	shed /fed/	zrzucić, pozbyć się	understand //ndaistænd/	/ˌʌndəˈstod/	/ˌʌndəˈstud/	rozumleć
shine /ʃaɪn/	shone /jon/	shone /fon/	swiecić	wake	woke	woken	obudzić się
shoot /juit/	shot /jot/	shot /fot/	strzelać	/wesk/	/watik/	/weokan/	
show /jao/	showed /jaud/	shown /foun/	pokazač	wear /viea/	wore /wo:/	wom /woin/	nosić
shrink /ʃnŋk/	shrank /ʃræŋk/	shrunk /frank/	kurczyć się	win /wm/	won /wʌn/	won /wwn/	wygrać
shut/fat/	shut /JAt/	shut /fxt/	zamknąć	wind /www.d/	wound	wound	nawijać,
uing /siŋ/	sang/sæn/	sung /sAŋ/	spiewać	/waind/	/wabnd/	/waond/	nakręcić
stnk /sink/	sank/sæŋk/	sunk /saŋk/	tonać	/wididraw /wididrat/	/withdrew /witidrus/	/wið dro:n/	wycofać się
sit/sit/	sat/sæt/	sat /sæt/	siedzieć	wring /m/	wrung /rʌŋ/	wrung /rʌŋ/	wykręcić,
sleep /sli:p/	slept/slept/	slept /slept/	spač	transport of	and and		wycisnąć
slide /slaid/	stid/slid/	slid /slid/	zjeżdzać, ślizgać się	write /rat/	wrote /raot/	written / ntən/	pisac

#### STUDENT B

2.3 Speaking, exercise 6

Describe the photo and answer the questions below.



- 1 What do you think the students are practising and why?
- 2 In what kind of situations do you usually dance?
- 3 Tell me about a situation when you or someone you know had a problem with a musical or artistic. performance.

#### ALL STUDENTS

2.5 Vocabulary 2, exercise 3

Check your answers for the quiz, then go back to page 28.

## How important is music to you?

- Mostly 'a' -- Music in its many forms entertains you. You love listening to music that you can sing or dance to, and enjoy the social side of music.
- Mostly 'b' You're a music superfan, and music is your life. You know all the latest bands and singers. Your friends are always listening to your playlists.
- Mostly 'c' You're open-minded. You don't care if it's an original recording or a cover version as long as you like it. You listen to music if it's on. and like to get recommendations from friends.

4.1 Vocabulary 1, exercise 7, Fast Finishers

Read the definitions of a generalist and a specialist. Then go back to page 55.

GENERALIST /'dsenaralist/ noun [C] a person who has skills which are useful in many different jobs or activities

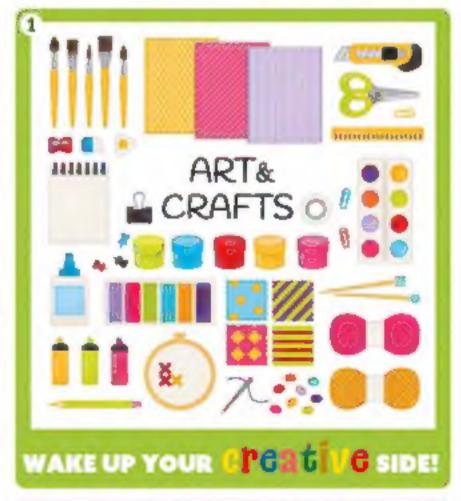
SPECIALIST / spefalist/ noun [C] a person whose training, education or experience makes them an expert in a particular field or subject

#### STUDENT B

7.3 Speaking, exercise 5

Listen to Student A doing his/her task. Then look at the pictures and do the task below.

Twoja szkola organizuje Klub Sztuki i Rekodzieła. Poproszono Cię o pomoc w wybraniu plakatu, który będzie go reklamował. Powiedz, który plakat wybierasz, i wyjaśnij, dlaczego odrzucasz drugą propozycję.





Macmillan Polska Sp. z o.o. Al. Jerozolimskie 146 A, 02-305 Warszawa A division of Macmillan Education Limited

Companies and representatives throughout the world

ISBN 978-83-8152-395-0

Text © Gill Holley, Catherine McBeth, Kate Pickering and Patricia Reilly with Joanna Sobierska-Paczesny 2020 The Culture pages by Rod Fricker Design and illustration © Macmillan Education Limited 2020

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First published 2022
This edition published 2022
Original edition entitled Influence published 2020 by
Macmillan Education Limited

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Designed by Haveabook, Studio Muffi, Pracownia DTP
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49(ml), 50(ex3), 60(ex1), 63(ex7), 73(tr), 76(ex2), 79(br),
87(ex2), 88(ex5), 94(ex1), 95(ex2, ex8), 103(ex4), 108(ml),
111(br), 124 (tr), 127 (ex2, ex7), 124(tr); Chris Chalik (The
Bright Agency) pp143, 144; Esther Cuadrado (Beehive
Illustration) p146(tr), 150(6.2 ex1; 2-4; 6.7 ex1; 2,3).
Cover design by Studio Muffi
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#### Authors' acknowledgements

Catherine McBeth would like to thank everyone around the world who has helped in the creation of this book, and her family and friends for their support.

Patricia Reilly would like to thank all of the team at Macmillan Education for their hard work and dedication to the project. She would also like to thank her family, especially Alisha, who makes everything worthwhile (and makes a great cup of tea!).

The publishers would like to thank Angeles Jimenez Fernández, I.E.S. El Car, San Cugat del Vallès, Barcelona Andikona Loizate, Col. legi Pompeu Fabra-Guimera. Salt. Girona: Verónica Martín Martínez, Barcelona, Ana Mar Caballero, Col.legi María Auxiliadora, Zaragoza; Beatriz Sayalero Martín, I.E.S. Gran Capitán, Madrid; Begoña García Pérez, I.E.S. Gabriel García Márquez, Leganés, Madrid: Maria Purificación Pascual Mateos, Colegio Fundación Santamarca, Madrid; Rosa Victor Raurich, Col.legi Les Heures, Lleida; Núria Vallet Muntada, Institut Viladecavalls, Viladecavalls, Barcelona: Esther Valbuena Ibáñez, C.E.I.P. Ntra. Sra. Begoña, Bilbao, Vizcaya; Cristina Cano, I.E.S. Laguna de Joatzel, Getafe, Madrid; Marcia Loma-Osorio, I.E.S. Laguna de Joatzel, Getafe, Madrid; Mª Rosaura Marcos González, I.E.S. Luis García Berlanga, Coslada, Madrid; Sandra Valera, Colegio Santa Rita, Madrid; Maria Luisa Robledo, Colegio Salesianos San Juan Bautista, Madrid; Liorenç Rosselló Verger Col.legi Sant Jossep Obrer, Palma de Mallorca, Baleares; Vicent Pérez Zaragoza, I.E.S. Beatriz Fajardo de Mendoza,

Benidorm, Alicante; Osvaldo Arroyo Caballero; México;
Agnieszka Bednarczyk, Agnieszka Łosek-Klimczyk, Agnieszka
Matysiak, Agnieszka Siemińska, Aleksandra Gieraś-Fatyga,
Aleksandra Kalata, Anna Chmura, Anna Grzegorczyk, Anna
Sarbiewska, Anna Wendt, Anna Paca, Beata Sokołowska,
Beata Trybus, Elżbieta Grodziska, Joanna Krzyszczak, Justyna
Wałachowska, Karolina Barska-Fomin, Katarzyna Brześcińska,
Katarzyna Staszewska-Gajda, Katarzyna Szymczak-Tryc,
Magdalena Jasiewicz, Magdalena Kimula, Małgorzata
Barzenc-Zambrzycka, Małgorzata Bielecka, Małgorzata
Kowal, Małgorzata Stańczyk, Marta Żminkowska, Marzanna
Gruszczyńska, Mikołaj Hęciak, Rafał Kapczyński, Renata
Mikołajkiewicz-Gołąb, Renata Sosnowska-Mulka, Svitlana
Oldakowska, Wojciech Kwapisz, Poland.

The publishers would like to thank Katarzyna Grunt, Malgorzata Paszkiewicz, Agnieszka Radzińska-Lis and Alicja Rumińska for their feedback and comments during the development of the material.

The publishers would like to thank Olga Zegadio for her invaluable help in preparing the Grammar Reference pages.

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Printed and bound in Poland 2026 2025 2024 2023 2022 10 9 8 7 6 5 4 3 2 1